

# DPEP



जिला प्राथमिक शिक्षा कार्यक्रम  
DISTRICT PRIMARY EDUCATION PROGRAMME

## Part – 3

State Specific Information on  
Mission Objectives,  
Action Taken Report on Recommendations of  
Previous Joint Review Mission and  
Supplementary Documentation

18<sup>th</sup> Joint Review Mission  
(November-December, 2003)



सर्व शिक्षा अभियान



सब पढ़ें सब बढ़ें

- **This volume is divided into three parts**
  - (a) State Specific Information on Mission Objectives**
  - (b) Action Taken Report on the Recommendations of 17<sup>th</sup> Joint Review Mission**
  - (c) Supplement to “Pedagogy” write-up in Part 1 document**

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## Contents

S.No.	State	Page No.
1.	Andhra Pradesh	1 – 25
2.	Bihar	26 – 43
3.	Gujarat	44 – 60
4.	Orissa	61 – 69
5.	Rajasthan	70 – 87
6.	Uttar Pradesh	88 – 99
7.	Uttaranchal	100 – 116
8.	West Bengal	117 – 133
9.	Jharkhand	134 – 142

**(A)**

**State Specific Information on Mission  
Objectives**

## ANDHRA PRADESH

### Issues & Questions

#### 1.0 Access, Enrolment, School Infrastructure And Teachers' Deployment

##### 1.1 *Has universal physical access been achieved? If not, what is the gap? Any major constraints in achieving this goal?*

Yes. To a greater extent i.e., 95% access has been achieved. Except in a few hamlets with population of below 100, all habitations have been provided access to school. As many as 582 new primary schools are approved for this year 2003 – 04 of 951 schoolless habitations.

Further the access in case of children from sporadic houses especially remote and tribal areas, is still a matter of concern. This also is being addressed by way of running RBCs & Ashram Schools.

Further an attempt has been made to open Integrated schools in Tribal Habitations in the district of East Godavari, which has given a good impact in accessing hamlets. The same intervention is now under process of upscaling (Table on in / out of school children enclosed in the *Annexure I*).

##### 1.2 *Is a mechanism in place for converging funds under different programmes of education department and other departments that have provision for school infrastructure grants? What are these ?*

Yes, there is a mechanism for converging funds under different programmes of Education Department, like PMGY, XI Finance Commission, Area Intensive Programme, Completion of Incomplete Buildings, Food for Work Programme and Sarva Shiksha Abhiyan for School Infrastructure. Status as on 01.11.2003 is shown overleaf :

Scheme	Classroom		Drinking Water		Toilets		Others	
	Sancti oned	Comp leted	Sancti oned	Comp leted	Sancti oned	Comp leted	Sancti oned	Comp leted
DPEP	25860	24113	1328	867	1355	966	343	82
SSA	3859	1480	230	-	1729	2	2906	-
XI Finance Commission	8958	5034	1196	772	1180	503	10	2
Completion of Incomplete Buildings	2854	1278	-	-	-	-	-	-
Food for Work Programme	1266	680	146	45	1645	955	1348	963
Area Intensive Programme	403	314	40	8	107	52	65	26
<b>Total</b>	<b>47366</b>	<b>34726</b>	<b>4159</b>	<b>2089</b>	<b>8146</b>	<b>3700</b>	<b>4729</b>	<b>1091</b>

**1.3 *What is the plan for ensuring universal coverage of drinking water and sanitation facilities in all primary schools? By when would this be possible?***

Water supply has been provided under Mid-day meals schools as per the instructions of Hon'ble Chief Minister and also all schools shall be covered by 2005. Water supply to the schools has been provided from different schemes like XI Finance Commission, PMGY, SSA, Swajaladhara, Sector Reforms etc.

**1.4 *Is there any mechanism of ensuring that funds for civil works are allocated on a need based prioritisation of schools?***

17% of total releases from PMGY grants, 15% of total releases from 11<sup>th</sup> Finance Commission, SSA, Sector Reforms, Swajaladhara. Water supply to 10,000 schools as per Hon'ble Prime Minister's Announcement and is met from out of the above funds including public contributions.

**1.5 *How many schools, district-wise have PTRs between 60:1 and 80:1 and those with PTRs above 80:1? How is this situation proposed to be improved?***

Stray cases may be seen in private unrecognised and recognised schools. There are no schools noticed in Government sectors with high Teacher Pupil Ratio like 60: 1, 80:1 and above 80:1.

This is resulted due to the following exercises taken up in districts all over the state :

- **Rationalisation of Teachers:** School wise Teacher-Pupil Ratio is calculated and surplus teachers are readjusted in the needy schools by the mandal / district authorities.
- **Appointment of Para teachers :** Wherever the T P Ratio is above 1:40 soon a Vidya volunteer is placed by the School Education Committee concerned. In the case of Single Teacher Schools the norm of minimum two teachers is fulfilled.

**1.6 *Are there a significant number of underage children in grade I. What is being done to address this?***

No under-aged children are seen in grade I. Conscious efforts have been made to see that all children in the age group of 3 – 5 years are admitted either in ECE centres or Anganwadi centres run by ICDS. Efforts are also made to open ECE centres in non-ICDS habitations.

**1.7 *What is the plan for conversion of EGS schools into formal schools? Is there a forward-looking strategy for para teachers?***

If the sustainable strength i.e., 40 is maintained in EGS schools for 3 consecutive years, such EGS schools will be upgraded into Formal Schools.

Provision has been made to address the adverse teacher pupil ratio in all schools for the additional enrolment to engage the services of Vidya Volunteers / para teachers. The services of Vidya Volunteers / para teachers are being provided to all schools to see that atleast minimum two teachers / para teachers should work in a school.

- 1.8 *What is the age-wise assessment of number of out of school children (boys, girls)? Have disaggregated figures been analysed to locate blocks, panchayats and villages with a large number of out of school children? How are such areas being targeted? What is the projected out of school child population of children, age-wise by mid-2004?*

**Statement showing the Out of School Children**

No	District	5 – 8 Years			9 – 15 Years			Total		
		B	G	T	B	G	T	B	G	T
1	Srikakulam	357	402	759	2856	3836	6692	3213	4238	7451
2	Vizianagaram	697	847	1544	4048	5195	9243	4745	6042	10787
3	Visakhapatnam	1685	1676	3361	2465	3205	5670	4150	4881	9031
4	East Godavari	950	758	1708	1901	1468	3369	2851	2226	5077
5	West Godavari	1724	1477	3201	2314	1862	4176	4038	3339	7377
6	Krishna	1092	1211	2303	6317	6677	12994	7409	7888	15297
7	Guntur	1860	1946	3806	5688	6715	12403	7548	8661	16209
8	Prakasam	1006	1220	2226	6844	10150	16994	7850	11370	19220
9	Nellore	901	938	1839	4934	5995	10929	5835	6933	12768
10	Chittoor	1151	1401	2552	3066	4762	7828	4217	6163	10380
11	Cuddapah	109	155	264	1901	2886	4787	2010	3041	5051
12	Anantapur	1314	1466	2780	5864	7395	13259	7178	8861	16039
13	Kurnool	13630	15881	29511	25000	31940	56940	38630	47821	86451
14	M'nagar	18913	22424	41337	31874	40817	72691	50787	63241	114028
15	Ranga Reddy	1702	1872	3574	5978	6612	12590	7680	8484	16164
16	Hyderabad	1478	1381	2859	1146	1171	2317	2624	2552	5176
17	Medak	3188	3484	6672	7538	8350	15888	10726	11834	22560
18	Nizamabad	1310	1463	2773	3750	3955	7705	5060	5418	10478
19	Adilabad	1837	2128	3965	6937	7476	14413	8774	9604	18378
20	Karimnagar	84	105	189	575	670	1245	659	775	1434
21	Warangal	673	741	1414	2675	2617	5292	3348	3358	6706
22	Khammam	471	539	1010	3111	3542	6653	3582	4081	7663
23	Nalgonda	895	1329	2224	3529	5535	9064	4424	6864	11288
	<b>Total</b>	<b>57027</b>	<b>64844</b>	<b>121871</b>	<b>140311</b>	<b>172831</b>	<b>313142</b>	<b>197338</b>	<b>237675</b>	<b>435013</b>

All the mandal / blocks / panchayats have been identified having high number of out of school children. Child-wise lists are computerised and kept with SECs / MEOs / APCs / District level officials also for planning to bring them in to school / AIE.

Intensive community mobilisation activities are being taken up through 'Chaduvula Panduga' (Educational Festival) also to relieve the child labour / out of school children and admitting them in Bridge Courses / AIE centres.

***Projected out of school child population 2004***

Balance of out of school children who are not covered during 2003 – 04 + fresh dropouts during 2003 – 04 = 3.50 lakhs.



**1.9 List the groups of "hard to reach" children who are being addressed, the strategies and the numerical coverage. These could include children who migrate, adolescent girls, children working for wages or bonded labourers, street children etc.**

The 'hard to reach' group in the state are as follows  
 Adolescent girls  
 Platform / Street Children (Urban areas)  
 Special Children (disabled)  
 Children work for wages (minority groups / farm labour)

**Strategies :**

Convergence between DPEP / SSA and NGOs.  
 Establishment of NRBC & RBCs  
 Mobilisation of parents, employers & community with campaigns / Chaduvula Pandur  
 Inter phase with Non Government Organisations

**Coverage of "hard to reach" children under AIE as on 31<sup>st</sup> October 2003**

S. No	Strategy	No. of children covered
1	Back to School Centres	23773
2	Non Residential Bridge Course Centres	29940
3	Residential Bridge Course Centres	26110

**1.10 What strategies are in place for elder children in the 11 – 14 years age group. Many states have had serious problems in inclusion of elder children. What is the experience of your state?**

Following are the strategies being followed in the state for elder children of 11 – 14 year age group.

- ❖ Conduct of long term bridge courses, where in facilities are being made for appearing for class VII examination with in a period of 12 to 18 months, who latter on mainstreamed into class VIII in the school near by the habitation of child
- ❖ Mainstreaming of elder children into Residential schools from bridge schools. NCLP Schools, through convergence between Velugu Project, Social Welfare Department, Revenue, Labour, Health and Education department for the cause of education of children of all social groups.
- ❖ Capacity building programme have been conducted to the field functionaries with the help of ILO, especially for mobilising child labour and their rehabilitation.

**Problems faced :**

Very difficult to mobilise adolescent girls among the focussed groups, industrial child labour, street children and migrating children to bring in to school / bridge courses. Even after mainstreaming them in to regular schools, child tacking is found essential to overcome the obstacles like adjustment, coping up with the children of regular stream, treatment by the colleagues / teachers retention etc.

**1.11 What specific steps have been taken to ensure greater participation of children of religious minorities? Is there a separate town / city level plan for all the major town / cities in DPEP districts? Are these plans separately budgeted and monitored?**

We could motivate Leaders of Muslim minorities are motivated for the greater participation of minority children. Apart from religious instruction, General Academic Subjects are being taught in Madarsas and Maktabas by providing support for instructors and TLM.

Interventions for the children of religious minorities are integrated in the area specific plans in the districts and monitored under the component of Focussed Groups. Provision has been made to support for the development of religious minorities education.

Alternative schools and separate sections in regular schools are being opened for Muslim Minority children.

**2. Mobilisation, Attendance, Completion And Databases For Planning**

**2.1 In the assessment of the state, is social mobilization adequate in every district? How is the mobilization process being made effective in disadvantages and marginalized areas and groups e.g. scheduled caste and tribal areas, minority dominated areas, remote forest, hilly and border areas? What needs to be done to enhance the demand for education in such areas?**

Adequate Social mobilisation is being taken up through various programmes with the help of NGOs. It is as follows:

**Mobilisation with various schemes / programmes**

- ❖ Velugu (SERP) (Rural & Urban)
- ❖ DRDA activities (DWCRA & Other Self-Help Groups)
- ❖ Literacy activities, Campaigns / CECs
- ❖ DPEP / SSA

**NGOs**

- ❖ MVF (Mamidipudi Venkata Rangayya Foundation)
- ❖ RDT (Rayalaseema Development Trust)
- ❖ RASS (Rashtriya Seva Samithi)
- ❖ Dr. Reddy Foundation
- ❖ COVA (Confederation of Voluntary Associations)
- ❖ BCT (Bhagavathula Charitable Trust)
- ❖ Mahila Samakya
- ❖ Sri Hanumantharaya Educational Trust
- ❖ VIP (Village in partnership)
- ❖ BGVS (Bharatiya Gnana Vignana Samithi)
- ❖ Sadhana
- ❖ Seva Bharathi etc.

## ***Enhancing demand for Education – Strategies***

Facilitation for Access & continuation.  
Empathetical attitude towards children of first generation learners.  
Teachers' touches with pupils family background  
Strengthening women groups and awareness building (Self-help Groups)  
Conduct of Adult Literacy activities  
Capacity building of local groups and Panchayat Raj bodies through trainings / orientation

### ***2.2 Areas that have the greatest need for community awareness and involvement are said to be areas where institutions like VECs and School Committees are the least active? What is being done to improve this situation?***

Identification of habitation with more 'out of school children' / illiterates. More focus to such areas for improved participation – facilitation for participation through more meets / grama sabhas.

Such School Committees who are not participating actively are being identified and capacity building programmes have been provided for greater participation of community thro' the innovative activities like

- ❖ Chaduvula Panduga (Educational Festival)
- ❖ Janmabhoomi
- ❖ Grama Sabhas
- ❖ Monthly PTA meeting / SEC meeting
- ❖ Monthly meetings with MRPs / HMs / APCs and stress is given for emerging those SECs for greater participation

### ***2.3 Is attendance of children being monitored? How? What corrective action is taken at the school level and by the community? Is the arrangement satisfactory?***

- ❖ All the MRPs are provided with PDAs (Palm Digital Assistance) for fortnightly monitoring of all children in schools.
- ❖ Day-wise attendance is monitored under the Mid-day Meal Scheme.
- ❖ Due weightage is given to the SEC & the Panchayat / Ward Education Committee for frequent visiting the school thro': Head Count; for regular attendance of children.
- ❖ Satisfactory result is seen thro' these arrangements.

### ***2.4 What is the state's experience in attendance of children who have been mainstreamed from bridge courses? Are they able to cope with the learning requirements of higher classes? What problems have been identified in the successful retention of mainstreamed children?***

Care is being taken by the personnel / mobilisers / volunteers / instructors of RBCs / NRBCs for monitoring the regularity and continuation of mainstreamed children. The pupil from RBCs are found confident to this extent and necessary steps are being

taken up to change the attitudes of teachers to be more empathetic & child friendly through child tracking for three months atleast.

Further boarding arrangements have been made through Government Hostels for their continuation, relaxing the parents from the burden of boarding & other requirement charges.

- ❖ The inclusive attitude of teachers, is a pre-requisite for continuation of such children at the schools.
- ❖ Special bridge course material have been developed with necessary competencies in mainstreaming the heterogeneous groups of children. After attaining the academic levels according the their age and class, the children are mainstreamed. Qualitative measures have been taken up for improving the quality among the children. Hence the children are able to cope up with the learning levels.

**2.5 Has a school-wise cohort analysis been conducted? How is it being used? Are schools being encouraged to look at their transition rates and reduce repetition and dropout?**

Cohort study is conducted in 110 UEE mandals in the 19 DPEP districts 86314 children admitted in class I during 1997 – 98 shows that the general completion rates at Upper Primary Stage in 2001 – 02.

	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
All	27.80	27.48	27.64
SC	25.06	23.17	24.12
ST	14.00	15.95	14.83

Table showing the repetition in classes I to IV

	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
All	12784 (35.66)	12727 (35.27)	27.64 (35.47)
SC	3554 (40.30)	3331 (39.15)	6885 (39.73)
ST	1046 (35.91)	943 (34.67)	1989 (35.31)

Table showing the dropouts at Primary Stage from 1997 – 2002

	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
All	9985 (27.86)	9984 (27.67)	19969 (27.76)
SC	2300 (26.08)	2339 (27.49)	4639 (26.27)
ST	1143 (39.24)	1165 (42.83)	2308 (40.97)

The Cohort study is in use by the greater sector of teachers community in the following areas.

Every teacher is equipped in assessing completion, dropout and retention rates - resulting in the progress of children.

MEOs, MRPs, DRPs. Head Teachers and teachers are working on the dynamics of Cohort study.

Now the focus is on the transition by reducing repetition and dropout rates aiming at equity in achieving UEE.

The analysis and use of Cohort data at the primary stage is paving the way for all children towards the UP stage successfully.

Teachers have come across the fact that there is no significant gender variation in the dropout rate in each community.

Even at the U P Stage. Completion, Retention and Dropout Rates are worked out to go a long way in improving the educational scenario at U P Stage to enter Secondary Stage.

(School-wise Cohort Analysis reports are being available at School / MRC / District state levels. These reports are discussed at school / TC level. Action has been taken by Teachers at school level to reflect the reiteration of transition rates for reducing the dropouts.)

### **3.0 Learning And Quality**

#### **3.1 *Is the focus now squarely on outcomes like changed classroom processes and learning of children? How is this focus (as opposed to a routine monitoring of 'quality inputs') put in practice? How is the message of accountability for learning by ALL children being communicated and pursued?***

Conscious efforts have been made to improve the quality by providing quality inputs like  
Material development  
Capacity building programmes  
Implementation procedures

And to improve the classroom processes on learning of children.

A massive programme has been taken up to improve the competencies in language and maths among the children of primary stage. At state level a State Resource Team has been formed with the members of SPO, SCERT and Officials of C&DSE to chalkout and implementation of the programme named as Quality Improvement Programme (QIP) Phase I. This is an intensive programme with a duration of 45 working days commencing from 17<sup>th</sup> June 2003 to 30<sup>th</sup> August 2003. Training manual has been developed to orient the teachers and field functionaries at all levels. Further, SLM has been developed in Maths and Language. Training programmes have been organised in a cascade mode to orient the teaches for effective implementation of the QIP. Participatory techniques have been adopted during the training programmes.

#### **Implementation Procedures**

A pre-test has been conducted to all the primary stage children to assess the basic academic levels of the children in the areas of maths and language. Competency

based question paper has been developed. Based on the performance of the pre-test children are awarded grades (A, B, C, D & E) keeping in view of the competencies.

In the process of implementation efforts have been put in by the teacher to see that the low achievers shall make progress and learn / achieve minimum competencies in the subject areas of the particular class of the child. Individual attention in the group activities, special projects for high achievers, using SLM cards and other TLM available in the class, day-wise progress report of children is keenly observed by teachers. Conduct of TC meetings every fortnightly duly giving weightage for discussions on the success stories / practices. The H.Ms meetings at MRC / TC level, regular assessment and analysis on the performance of children etc have been discussed and reviewed. As a result of these efforts children moved from lower grade to higher grade gradually eg., E to D, D to C, C to B / A etc.

At the end of the programmes a posttest has been conducted to all the children through competency based question paper.

*Tables II to V are enclosed at annexures*

### **Monitoring & on job support**

Monitoring teams have been formed at TC / Mandal / District / State level to implement the program effectively. Continuous monitoring helped to provide proper guidance to the needy teacher slowly reflecting On Job Support.

Monitoring Teams include Strong Teachers, Resource Persons, DIET Lecturers and MEOs, DPO Officials.

### **Community Involvement**

Community involvement is observed to a greater extent. Members of School Committees, PEC, Parents have been visiting the schools on the following instances:

A parent is invited to address the school assembly every day

Every week child's progress on competencies is discussed with the parents.

During the SEC meetings and TC meetings children's performance would be the top of the agenda

Parent – Teacher interaction on the child's progress is formed vital.

### **3.2 *How clear is the understanding, how strong is the conviction about the nature of change being brought about in classrooms? Is the focus of all district and block, sub-block personnel clearly on learning of children?***

The change making processes are owned and increased concentration on classroom process reflecting competency based, Activity oriented and child centred approaches through involvement.

Further certain innovations such as organisation of RBCs & NRBCs are paid importance to as and when subsequent community mobilisation processes throwing light on various types of pedagogical practices including understanding of pupil, in terms of Natural Learning Experiences (NLE) and their family background.

These intervention provided under insights in to multigrade / multi level approaches including suitable pedagogical practices / curricular material. These changes are carried out across the districts / mandals / schools

In this direction of change, the MRPs, DRPs, MEOs and DIET faculty are oriented and in turn they are involved in monitoring the primary classes putting in to practices. The capacities built up among teachers at primary level are moving upwards and reflecting its image even in Upper Primary Level also.

**3.4 *Is the issue of equity in learning being addressed? What steps have been taken to ensure that poorly performing children get adequate attention in classrooms?***

An attempt has been made to maintain equity in the learning levels of all children. Low achievers have been identified thro pre-test in the programme of QIP. Low achievers in the grades of C, D & E are paid special attention irrespective of gender and social groups. SLM cards in Maths & Language in regional (Language in Telugu and Urdu) are provided to the low achievers. Their progress has been monitored and reported by the teachers. Requisite measures to improve the learning levels of the poor performing children have been chalked out and accordingly classroom activities taken up. At the end of the programme a striking progress is observed among the low achievers in the intensive programme through the state.

**3.5 *What is the extent of parental involvement in learning issues of their children?***

Community involvement is observed to a greater extent. Members of School Committees, PEC, Parents have visited the schools, is as follows  
A parent is invited to address the school assembly every day  
Every week child's progress on competencies is discussed with the parents.  
SEC meetings and TC meetings children's performance would be top of the agenda  
Parent – Teacher interaction on the child's progress is formed vital.  
Parents are involved by sharing the responsibility of observing the child's progress as well as appreciation as and when needed. This resulted in the success of QIP in primary classes through joint efforts of parents and teachers.

**3.6 *Has there been adequate work on curriculum, textbook revision, teacher training in minority languages of instruction? How has the issue of learning of children with a mother tongue very different from the language of instruction been addressed?***

Adequate work has been done for the improvement of teacher training in minority languages too. Text books have been prepared in all minority languages in the state as a part of govt. policy as Urdu, Hindi, Oriya, Tamil, Kannada etc. Urdu textbooks have been revised for primary stage incorporating all the new pedagogical principles. The problem of children with mother tongue very different from the medium of instructions is also addressed by developing Bilingual material as Teacher Manual and workbooks. The teacher is also given effective training in minority languages on the classroom strategies while dealing with the medium of instruction. To address the problem inclusively special MRP in Urdu medium are also appointed for catering the needs of minorities.

**3.7 *Has there been any comprehensive assessment of reading abilities of children in different grades at the primary level? Findings?***

Yes : not only reading all the four language skills (L, S, R, W) are assessed through BAS, MAS, TAS and the QIP apart from the Comprehensive Continuous evaluation (extract from BAS, MAS) is also observed. There is a positive trend in achievement in the reading abilities of children in different grades.

**3.8 *Have individual DIETs taken up significant academic work for ..... implementation for their districts e.g., introducing contextual elements in the curriculum through teachers' orientation, supplementary material for teachers and students that include the culture, folklore local traditions, socio-economic analysis etc. in areas that are differently situated / peopled e.g., hilly and forest areas, ethnic minorities etc?***

DIETs like Karvetinagar, Krishna, Bheemunipatnam & Nizamabad have developed local area specific curriculum and related activities in coherent with the present text book under Environment Orientation Scheme. DIETs are also organised workshops involving the field functionaries and developed material for the minorities languages like URDU and a glossary for the ethnic minorities.

Material based on culture, folklore, local traditions of ethnic minorities is developed at the SPO. In this direction on initiative has been taken up to study the tribal culture, folklore local traditions & Socio Economic conditions in such hard to reach areas. The project team is constituted of experts from Central University, Telugu University, Osmania University, Department of Tribal Welfare, NGOs and Educational Department. Based on the studies, enrichment material is going to be developed. In designing the specific curriculum confined to the tribal groups by area specific, content-specific and culture -specific textbook will be prepared.

**3.9 *Are teacher training uniform for the entire state?***

In Pre services teacher training programmes, common themes across the state are being designed and carried out. The district specific initiatives such as Mobile Science Lab (Warangal), Science Museum (West Godavari) Mobile Libraries (Chittoor) etc., are on.

**3.10 *How strong and institutionalised are the linkages of BRCs and CRCs with DIETs and what is their (DIET\_BRC\_CRC) preparedness for taking up work at the upper primary level***

The DIET is the Nodal agency for strengthening the Mandal Resource Centres (BRC) and Teacher Centres (CRC) in the district. DIET faculty extend on job support to MRCs & TCs duly visiting the schools and attending TC meetings. Due support is given in Attendance Monitoring, classroom practices, assessment procedure, community involvement and child-friendly management of schools.

SOPT (Special Orientation for Primary Teacher) is organised at SCERT and DIET level for Upper Primary Teachers duly extending the strategies / good practices implemented in primary stage. The pre-service and in-service training programmes



also provide training for the upper primary teachers in content and methodology to the Upper Primary Level through revised D.Ed two years curriculum.

**3.11 *What are the mechanisms in place for quality monitoring and follow-up on quality issues including learning of children for EGS and other alternative interventions***

Quality Monitoring teams have been formed at the Mandal / District . State level to monitor and also to provide on job support to the needy teachers as well as Mandal Resource Teams at Mandal and District Resource Teams / State Resource Teams. Also monitor the Alternative Schools in their respective areas.

These teams regularly visit the centres / schools and provide on job support to improve the quality and capacity building through the training programmes organised at different levels in cascade mode. They monitor the implementation of the activities through review meetings, surprise visits and feed back from community and takeup follow-ups.

**3.12 *What is the duration of induction and recurrent training programmes for para teachers? What is the mechanism for regular academic support to them?***

The duration of the induction training to para teachers (Vidya Volunteers) is 14 / 15 -- day in two phases. As soon as their recruitment, they undergo for 7-day (Phase I) induction training without any disturbance in working days. During Christmas / Sankranti holidays they again undergo to phase II for 8 --days.

Training to the V.Vs is in progress in a cascade model by the KRP, DRP, VV at State district and mandal level respectively (3,4,7 + 7 days).

All para teachers / Vidya volunteers will be supplied with modules prepare at the state level. The module content is as follows

- Objectives of DPEP & SSA
- Objectives of V.V training programme
- Role and duties of V.Vs
- Education for all
- Girls Education
- Children – understanding
- TLM
- Classroom Management
- Multigrade teaching
- School readiness
- Language, mathematics & EVS
- Janmabhoomi & Clean & Green.

Regular academic support is being provided to the V.Vs through District Resource Persons / Mandal Resources Persons. Besides V.Vs are regularly participating in Teacher Centre meetings. These are the meetings regularly organised in every month for the academic experiences sharing among themselves. DIET faculty & DPEP Sectoral Officers also monitor and provide academic support. The V.Vs also interact and share with the experiences of the senior teachers in the TC meetings. The effectively monitoring system at the grass root level gives recurrent academic support to the V.Vs.

**3.13 *What major changes have been implemented in all schools relating to pupils' assessment? Do these changes further the overall vision of pedagogic change which is being pursued in the state?***

All the teachers have been trained on the new approaches in Pupils Assessment through development of test items in each subject in scholastic and non-scholastic areas, which are competency based, activity oriented and child-centred. In all the training programmes conducted in this regard at the state, district and mandal levels participatory approach has been adopted in the development of the test items. Further, at the mandal level training programmes, the teachers are empowered to develop test papers on their own based on the new approaches and use them at the classroom tests and also terminal tests. At TC / CRC meetings teachers have regular discussions on the development of tests based on the new approaches and techniques through their expertises in the development and use of tests at the classroom level. A regular monitoring of the development of the teacher made tests is being continued in all the schools to discourage the, use of tests developed by pvt. Agencies available in the market. Further, Question Banks in Telugu, Maths and English subjects are developed and supported to all the TCs/DIETs in the state to provide needed training and practice for the extensive use of teacher made tests in classrooms at the primary level.

Teachers are trained in assessing the performance of children not only in oral and written tests, but also in performing the activities individually and group-wise. The CCE policy is in vogue and at the upper primary stage also it will be effectively implemented in SSA through teacher training programmes, material development and monitoring procedures.

**4. Project Management**

**4.1 *What changes have been made to ensure this convergence? What more needs to be done to achieve this integration?***

Andhra Pradesh Pradhamika Vidya Parishad (APPVP) is constituted at State Level constitutes of members, C & DSE, Director, SCERT, Director of Adult Education and DPEP in closer co-operatives with SCERT in designing and implementation of all academic activities.

District Educational Officer is the Project Coordinator for implementation of DPEP / SSA. The DIET is made responsible for all the academic monitoring, training and evaluation of all primary / U P level activities.

A Core Coordination Committee is formed with DEO, Principal, DIET and APC, DPEP/SSA. The APC, DPEP will plan and implement the programmes of DPEP / SSA with the cooperation and guidance of DEO and Principal, DIET.

Mandal Education Officer is made as the stakeholder and the MRC as the implementing agency of all DPEP / SSA activities with the MRPs under the supervision of DEO and APC, DPEP.

**4.2** *Are the district teams fairly autonomous? Is there a functional and active block team? What is its composition? What kinds of decisions can it take?*

Yes. District teams are empowered with planning and implementation of all DPEP / SSA activities as a token of decentralisation.

Yes, at Mandal Level, a mandal team headed by Mandal Education Officer assisted by 3 Mandal Resource Persons is functioning actively. The Mandal team is also assisted by strong teachers who can provide academic guidance and adopt good classroom practices. All activities are decentralised i.e., from preparation of habitation plan to Mandal Education Plan, Implementation, monitoring and evaluation.

**4.3** *What is the interface with PRIs with the programme at the district and block levels?*

The habitation plan is finalised at the village level by the PEC (Panchyat Education Committee). At Mandal / District levels they are appraised to the concerned PRI i.e., Mandal Education Committee (MEC) headed by the President, Mandal Parishad and District Education Committee by the Chairperson, Zilla Parishad.

They also actively participate in the community mobilisation activities. The MEC will undertake the activities with the cooperation of SEC and PECs, Youth and Self Help Groups.

**5** **Status Of Programme Implementation**

**5.1** *To assess the physical and financial progress made against the goals set at the time of commencement of programme*

DPEP is a major intervention in the state for the improvement of Primary Education in all aspects so as to realise the national goal of Universal Primary Education. Since UPE is contextual, the process of Micro Planning is adopted with active community participation with due emphasis on local area planning with desegregated targets and decentralised planning and management. The DPEP in Andhra Pradesh is implemented in two phases. In the first phase the 7 year programme is implemented in five district viz., Vizianagaram, Nellore, Kurnool, Karimnagar and Warangal with the financial assistance from DFID as grant commencing from 1996-97. The programme is expanded to 14 districts namely 4 districts of Coastal Andhra Region viz., Srikakulam, Visakhapatnam, Guntur, Prakasam and three districts of Rayalaseema Region viz., Chittoor, Cuddapah and Ananthapur and 7 districts from Telangana Region viz., Mahaboobnagar, Rangareddy, Medak, Nizamabad, Adilabad, Khammam and Nalgonda with assistance of World Bank under APERP.

**DPEP Phase-I:**

**Districts:** Vizianagaram, Nellore, Kurnool,  
Karimnagar and Warangal

Project Period: 7 years (1996-97 to 2002-2003)  
**Project (Base line) cost** Rs. 172.72 crores with the  
 Total Project Cost: **Rs.240.843 Crores**  
**Extension is awaited**

**DPEP Phase-II:**

*Districts:* Srikakulam, Visakhapatnam, Guntur, Prakasam, Chittoor, Cuddapah, Ananthapur, Mahaboobnagar, Rangareddy, Medak, Nizamabad, Adilabad, Khammam and Nalgonda

*Project Period:* 6 years (1998-99 to 2003-2004)

*Project (Base line ) Cost* Rs. 571.50 Crores

**Total cost** Rs. 725.60 crores

**Interventions & Improvements**

The project has several interventions for the improvement of the Primary Education in the State both in terms of quality and quantity. The interventions and improvements will be under three major components as follows :

Increasing access by opening primary schools and constructing additional classrooms in the existing institutions, appointing new teachers, stimulating demand for education and organising targeted programmes to reach groups with special needs (girls, SC, ST, working children and children with disabilities).

Improving quality and retention by providing continuous training to teachers, supporting the development and provision of learning materials and starting Early Childhood Education centres and

Strengthening the state's capacity to provide quality primary education by strengthening the capacity of state and district institutions and establishing village education committees to support and sustain key programmes established under District Primary Education Programme.

**DPEP Interventions - Progress**

**DPEP I Districts**

Sl.No	Item	Target	Achievement
1	Opening of New Schools	1258	1258
2	Appointment of Regular Teachers to new schools	2516	2406
3	Setting up of Alternative Schools	934	802
4	Appointment of School Instructors	934	802
5	Establishing Early Childhood Education Centres	1950	943
6	Establishing Mandal Resource Centres	254	243
7	Appointment of Mandal Resource Persons	762	585

8	Release of school grants ( Rs. 2000/- per school ) (2003-04)	12771	9593
9	Release of teacher grants (Rs. 500/- per teacher) (2003-04)	36494	24196
10	Release of Teacher Centre grants @ 2000/- per Teacher centre (2003-04)	1333	1073
11	Training programme to class-III maths & UEE for new teachers (2002-04)	18974	17793
12	Quality Improvement Programme Training of Primary Teacher (2003 – 04)	35014	34229
13	Constitution of school committees	15035	14567
14	Primary School Committees	11103	10807
15	Upper Primary School Committees	2302	2192
16	High School Committees	1630	1586

### DPEP – II districts

Sl.N o.	Item	Target	Achievement
1.	Opening of New Schools	3969	3969
2.	Appointment of Regular Teachers to new schools	3969	2885
3.	Appointment of Para Teachers (Vidya volunteers) to New Schools	3969	3328
4.	Setting up of Alternative Schools	1931	1376
5	Appointment of ALS instructor	1931	1376
6	Establishing Early Childhood Education Centres (2002 – 2003)	4983	2576
7	Establishment of Mandal Resource Centres	739	711
8	Appointment of Mandal Resource Persons	2217	1660
9	Release of school grants ( Rs. 2000/- per school ) (2003-04)	39073	36828
10	Release of teacher grants (Rs. 500/- per teacher) (2003-04)	101036	90196
11	Release of Teacher Centre grants @ 2000/- per Teacher centre (2003-04)	4367	3762
12	Training programme to class-III maths & UEE for new teachers (2002-2003)	55656	49572
13	Quality Improvement Programme Training of Primary Teachers	107029	101670
14	Constitution of School Committees	47438	45753
15	Primary School Committees	36155	35122
16	Upper Primary School Committees	6813	6440
17	High School Committees	4470	4191

## Civil works progress

### DPEP – I districts

<i>Sl. No</i>	<i>Item</i>	<i>No. planned</i>	<i>No. completed</i>	<i>No. Progress</i>	<i>No. not started</i>
1.	Construction of Buildings to New Schools	4823	3915	808	100
2.	Construction of Buildings to building-less schools				
3.	Construction of additional class rooms				
4.	Construction of Buildings to Mandal Resource Centres				
5	Toilets	1342	709	94	539
6	Borewells	1231	720	243	268

### DPEP – II districts – Civil works progress

<i>Sl. No</i>	<i>Item</i>	<i>No. planned</i>	<i>No. completed</i>	<i>No. progress</i>	<i>No. Not started</i>
<b>Original &amp; Additional works</b>					
1.	Construction of Buildings to New Schools	21415	20124	878	413
2.	Construction of Buildings to buildingless schools				
3.	Construction of additional class rooms				
4.	Construction of Buildings to Mandal Resource Centres				

## 5.2 Status of fund releases from states and GOI DPEP I

<b>Year</b>	<b>Funds released by GOI</b>	<b>Funds Released by GOAP</b>	<b>Total Receipts</b>
1996 – 97	1250.000	211.060	1461.060
1997 – 98	3350.000	565.890	3915.890
1998 – 99	2000.000	448.000	2448.000
1999 – 00	4000.000	-	4000.000
2000 – 01	1700.000	148.340	1848.340
2001 – 02	700.000	716.940	1416.940
2002 – 03	5000.000	1101.200	6101.200
<b>Total</b>	<b>18000.000</b>	<b>3191.430</b>	<b>21191.430</b>

## DPEP II

Year	Funds released by GOI	Funds Released by GOAP	Total Receipts
1997 - 98	68.760	8000.000	8068.760
1998 - 99		7000.000	7000.000
1999 - 00	22600.000	14600.000	3720.000
2000 - 01	6000.000	4752.800	10752.800
2001 - 02	5000.000	200.700	5200.700
		* -27100.00	-27100.00
2002 - 03	11500.000	149.000	11649.000
2003 - 04	4000.000		4000.000
<b>Net Total</b>	<b>49168.760</b>	<b>7602.500</b>	<b>56771.260</b>

\* Grants received from GOI remitted into Govt. of A.P Account, since the state government has advanced the funds initially.

### 5.3 Comparison between actual expenditure and original budgeted amount and analysis of shortfalls in fund utilisation

#### i) Expenditure & Original budgeted amount - DPEP I

S. No	Activity / Head of Account	Baseline Cost	Project Cost	Reallocation	Revised Total Project Cost	Expenditure Oct' 03
1	Civil Works	3761.640	7743.551	3666.279	11409.830	6227.330
2	Furniture	60.768	138.768	270.000	408.768	113.370
3	Equipment	195.620	343.620	120.000	463.620	213.645
4	Vehicles	206.712	266.712	160.000	426.712	461.249
5	Books & Libraries	180.890	745.987	85.000	830.987	90.066
6	Training Cost	1787.756	2152.756	671.000	2823.756	1950.363
7	Workshops & Seminars	37.500	263.500	69.910	333.410	121.875
8	Awareness Campaign	162.850	412.850	733.410	1146.260	403.544
9	Salaries	6122.472	7145.812	3570.060	10715.872	8724.995
10	Consumables	375.000	530.000	30.000	560.000	141.579
11	Teaching Learning Material	2970.880	3090.880	410.000	3500.880	1943.740
12	Research Studies	222.000	225.000	-80.000	145.000	68.677
13	Equipment Operation & Maintenance	193.416	293.416	115.000	408.416	212.805
14	Local Consultants	0.000	1.000	1.000	2.000	1.417
15	Innovations	150.000	191.849	-6.070	185.779	203.235
16	Honorarium	375.000	538.652	1376.341	1914.993	848.998
	<b>Total</b>	<b>16802.504</b>	<b>24084.353</b>	<b>11191.930</b>	<b>35276.283</b>	<b>21726.888</b>

**ii) Analysis of shortfalls in fund utilisation - DPEP I**

- The total project cost is Rs. 24084.353 lakhs. Out of which GOI shares comes to Rs. 2471.700 lakhs Rs. against the GOI share only Rs. 18000.000 lakhs has been released upto March 2003.
- During the present financial year 2003 - 04 no amounts from GOI have been released so far.
- As against GOAP share of Rs. 3612.653 lakhs, an amount of Rs. 3191.430 lakhs has been released by GOAP up to March' 03. Since GOI has not released funds during 2003 0- 04, GOAP has also not yet released funds so far.
- Against the total amount of Rs. 21191.340 (18000.000 + 3196.430) an amount of Rs. 21726.888 lakhs has been spent, so far by diverting from other schemes with the hope of getting extension.
- There are approved activities to be taken up as per AWP & B 2003 – 04.

**iii) Expenditure & Original budgeted amount – DPEP II**

S. No	Activity / Head of Account	Baseline Cost	Total Project Cost	Expenditure Oct' 03
1	Civil Works	13527.530	24920.000	23746.310
2	Furniture	442.750	496.845	299.204
3	Equipment	769.700	1201.806	526.344
4	Vehicles	399.000	826.830	546.323
5	Books & Libraries	416.950	661.910	116.642
6	Training Cost	9493.509	9308.189	4198.358
7	Workshops & Seminars	2478.304	2524.693	251.114
8	Awareness Campaign	4982.080	5665.610	2137.210
9	Salaries	9576.893	10569.583	7334.607
10	Consumables	4100.180	3690.090	2145.867
11	Teaching Learning Material	4330.264	4639.350	4069.624
12	Research Studies	459.200	523.904	131.347
13	Equipment Operation & Maintenance	468.920	607.169	188.658
14	Local Consultants	368.100	411.546	78.432
15	Innovations	56.000	286.058	248.367
16	Honorarium	5281.189	6226.417	4551.129
	<b>Total</b>	<b>57150.385</b>	<b>72560.000</b>	<b>50569.536</b>

**iv) Analysis of shortfalls in fund utilisation - DPEP II**

- An amount of Rs. 24920.00 lakhs has been allocated for Civil Works. . Out of which an amount of Rs. 23746.000 lakhs has been spent so far. It is to say that the focus was on construction of MRCs before procuring furniture, equipment books etc.
- Wherever there is infrastructure and security, priority was given for procuring furniture, equipment, books etc.
- As the Civil Works have come to sublimation, concentration is now shifted to procurement process as per the approved AWP & B 2003 – 04 and the entire amount will be utilised during the rest of the year.



**6 List 3 Important Achievements, In Order Of Priority Since The Last JRM?**

- i) Quality Improvement Programme (QIP) for improving academic levels of the children.
- ii) Chaduvula Panduga for enrolment and retention of school age children with active involvement of Community, Public Representatives, NGOs etc.
- iii) Involvement of Women and Child Welfare, DIET and Anganwadi Training Centres / MLTC in giving training to ECE functionaries at State, District and Mandal level.
- iv) Convergence with the Departments / agencies i.e., Tribal Welfare, Social Welfare, Women & Child Welfare, Labour Department, SERP, NGOs etc.

**7. Change In The Quality Of Classroom Transaction Has Been Slow Almost Everywhere? What Should Be Done To Change This Situation?**

Good practices / activities implemented successfully through Phase I QIP will be taken up in the Phase II of QIP to achieve the following

- a) To improve the professionalism of teachers and improving the learning achievement of children.
- b) Increased participation of the community in the school improvement programme
- c) Appreciation and support to schools
- d) Strengthening the monitoring mechanism at all levels.
- e) Convergence of all the efforts of agencies and aiming at the common cause of quality.

**8 List 3 Most Important Problems That Are Hindering The Achievement Of UEE In Your State?**

Accessing the 'reaching the unreached' i.e., disabled (SEN), Tribal hilly areas children.

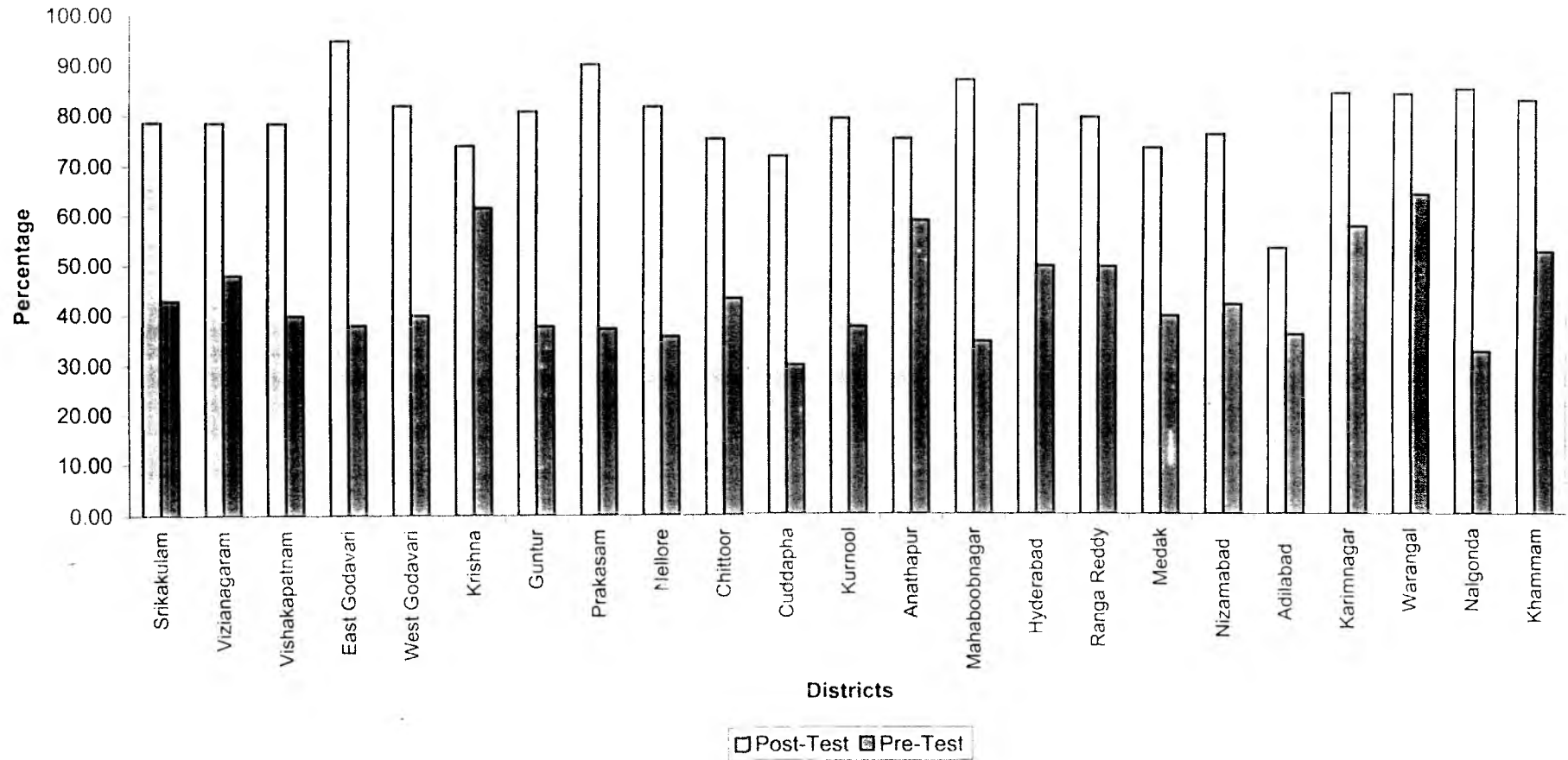
To reduce dropout rate among SC, ST and

Enrolling the hardcore out of school children / child labour in the age group of 11 - 14 years especially the adolescent girls of muslim minorities.

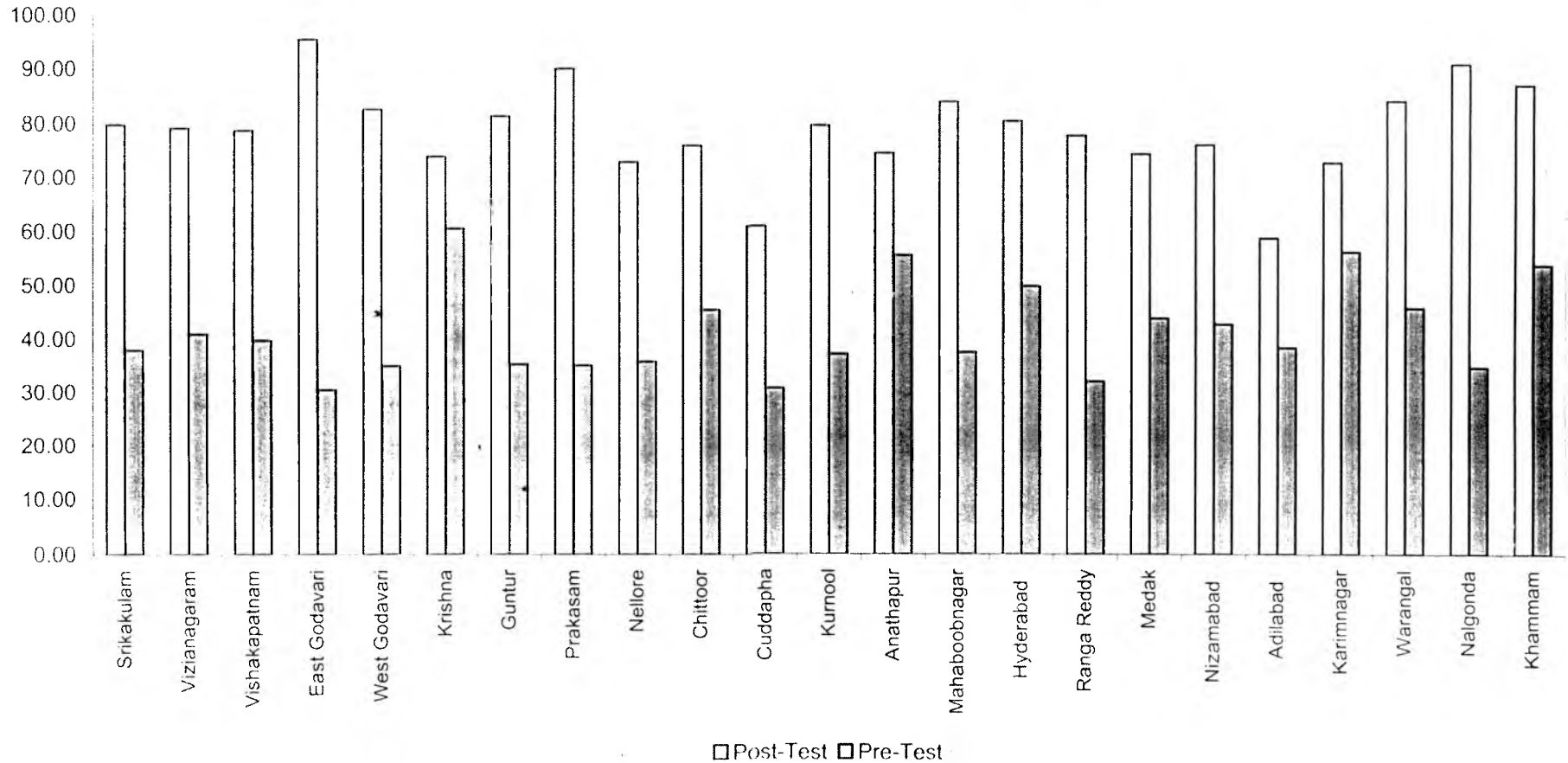
## Annexure V

### Quality Improvement Programme

#### Progress- Language Post-Test Vs Pre-Test



**Annexure IV**  
**Quality Improvement Programme**  
**Progress -Mathematics Post-Test Vs Pre-Test**



**Annexure III**  
**DPEP/ SSA**  
**STATE LEVEL CONSOLIDATION OF GRADING IN QIP. (Post-Test)**

Sl.No	Name of the District	Total Strength of the District	Appereared for Tel/Urdu	Language - Grades					Appereared for Maths	Mathematics - Grades				
				A	B	C	D	E		A	B	C	D	E
1	Srikakulam	177012	166177	93441	37095	23141	9282	3218	167665	90044	43905	25441	6442	1833
2	Vizianagaram	167153	148681	83657	33066	18948	9472	3538	148661	76206	41627	14853	10436	5539
3	Vishakapatnam	214925	195053	103372	49594	26046	11528	4513	198613	103730	52932	26361	11405	4185
4	East Godavari	445878	445493	264232	159045	22216	-	-	445493	275238	150323	19932	-	-
5	West Godavari	224310	210618	109610	63138	26823	8710	2337	210184	109491	64397	26504	7705	2087
6	Krishna	241185	214350	93849	65171	40427	13895	1008	215545	93689	65804	39750	13947	2355
7	Guntur	281790	227447	121655	62552	28223	11303	3714	229172	121106	65707	28611	11375	2373
8	Prakasam	248343	208304	128733	59649	15145	3693	1084	205404	122703	62498	15214	3820	1169
9	Nellore	183846	183846	68023	82731	16822	12869	3401	183846	62508	71700	24360	16546	8734
10	Chittoor	224813	210038	102533	56292	30921	16357	3935	216132	102325	62166	32329	16018	3294
11	Cuddapha	231012	231012	64683	101645	60064	4620	-	230127	50628	89750	73641	16108	-
12	Kurnool	270100	233212	121053	64401	31458	10946	5354	232958	118317	67572	31331	10941	4797
13	Anathapur	256503	242362	113606	69526	36811	17228	5191	242160	108440	72167	38455	17410	5688
14	Mahaboobnagar	300406	271813	117150	119987	19812	8865	5999	274790	113206	118049	23939	13808	5788
15	Hyderabad	145875	131720	74288	34235	14327	6229	2641	131720	71811	34466	15009	6098	4336
16	Ranga Reddy	232549	224274	72337	107089	22429	15690	6729	224268	81077	93852	33639	11214	4486
17	Medak	202478	179060	84431	47951	27276	13316	6086	178835	82099	51179	27758	12529	5270
18	Nizamabad	142074	124527	57726	37657	17411	8718	3015	125814	54634	41307	20369	7392	2112
19	Adilabad	198724	191368	57105	45574	35724	22674	30291	174756	55619	47460	36212	22958	12507
20	Karimnagar	238450	222440	122122	66612	22204	6661	4841	219040	113240	46628	36644	17763	4765
21	Warangal	204232	188314	109947	49564	19115	6868	2820	187733	107808	50803	19113	7034	2975
22	Nalgonda	315100	256484	179275	40621	18432	13035	5121	256484	185254	48745	10612	8180	3693
23	Khammam	189367	167997	103252	37215	17448	4978	5104	161710	105679	35760	14910	3654	1707
	<b>Grand Total</b>	<b>5336125</b>	<b>4874590</b>	<b>2446080</b>	<b>1490410</b>	<b>591223</b>	<b>236937</b>	<b>109940</b>	<b>4861110</b>	<b>2404852</b>	<b>1478797</b>	<b>634987</b>	<b>252783</b>	<b>89693</b>

**Annexure II  
DPEP/ SSA**

**STATE LEVEL CONSOLIDATION OF GRADING IN QIP. (Pre-Test)**

Sl.No	Name of the District	Total Strength of the District	Appereared for Tel/Urdu	Language - Grades					Appereared for Maths	Mathematics - Grades				
				A	B	C	D	E		A	B	C	D	E
1	Srikakulam	194665	187065	37696	42312	46602	35955	24500	188234	34476	36978	39646	47606	30108
2	Vizianagaram	170700	148893	31267	40201	50624	17867	8934	148893	28290	32756	41690	32756	13401
3	Vishakapatnam	216043	216043	29598	56534	75865	37842	16255	216093	29598	56534	75865	37842	16253
4	East Godavari	445771	444963	66744	102341	133489	53396	88993	444963	50474	85131	139416	76973	92969
5	West Godavari	238981	209296	31394	52324	73253	31395	20930	208268	31240	41653	72874	41653	20827
6	Krishna	231035	209168	71052	57828	44693	32975	2620	211319	69739	58389	47314	30744	5133
7	Guntur	204830	161143	28700	32228	36007	34114	30308	162134	26112	31207	38908	35900	30345
8	Prakasam	251871	215523	40982	39706	55920	53090	25925	219163	39282	37776	56701	54050	31324
9	Nellore	181896	179542	31908	32512	44401	40375	30310	179542	31908	32512	44401	40375	30370
10	Chittoor	222327	205915	42857	46699	47174	44512	24897	205735	41838	51844	49717	39498	22223
11	Cuddapha	232148	231943	26601	42983	116806	29773	15780	231910	28464	42839	115565	29771	15271
12	Kurnool	270100	270358	55166	46807	50124	29073	27804	270358	50530	50103	51701	28797	24981
13	Anathapur	285598	258346	90835	61616	48096	32448	22491	257989	81724	61997	55802	41173	22712
14	Mahaboobnagar	359326	358325	56423	68372	71865	101863	59802	359325	60541	74623	110794	56112	57255
15	Hyderabad	140570	131720	30421	35421	5137	30440	30301	131720	30421	35421	5137	30440	30301
16	Ranga Reddy	232549	224136	41228	69495	56574	42067	14774	224100	43273	71267	53857	38345	17370
17	Medak	240657	211551	31733	52888	63465	42310	21155	210955	37972	54848	63287	29534	25315
18	Nizamabad	143096	116791	23321	26093	23846	29950	13482	116301	24281	25621	26839	27444	12116
19	Adilabad	210002	188387	30677	37677	44002	48710	17421	177412	30677	37677	44002	48710	17429
20	Karimnagar	241962	220966	66282	61871	57242	22097	15468	220968	64080	60721	55242	28515	15468
21	Warangal	211561	184775	61127	58170	32959	20300	12635	184775	58223	26740	34419	20998	15045
22	Nalgonda	315100	256484	24734	59603	67612	57014	47310	256484	24734	59603	67612	57014	47310
23	Khammam	192062	165550	45054	42673	39248	38575	-	165893	44575	44508	39897	36913	-
	Grand Total	<b>5432850</b>	<b>4996883</b>	<b>995800</b>	<b>1166354</b>	<b>1285004</b>	<b>906141</b>	<b>572095</b>	<b>4992534</b>	<b>962452</b>	<b>1110748</b>	<b>1330686</b>	<b>911163</b>	<b>593526</b>

S. No	Name of the District	Total Children						In-School						Out of School						% of Out of School					
		5 - 10			11 - 14			5 - 10			11 - 14			5 - 10			11 - 14			5 - 10			11 - 14		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
<b>DPEP-I</b>																									
1	Vizianagaram	119647	117535	237182	76948	67590	144538	119442	117192	236634	74004	63489	137493	205	343	548	2944	4101	7045	0.17	0.29	0.23	3.83	6.07	4.87
2	Nellore	140052	136276	276328	91015	83936	174951	137171	133198	270369	85381	77723	163104	2881	3078	5959	5634	6213	11847	2.06	2.26	2.16	6.19	7.40	6.77
3	Kurnool	224478	214745	439223	149502	134536	284038	210848	198864	409712	124502	102596	227098	13630	15881	29511	25000	31940	56940	6.07	7.40	6.72	16.72	23.74	20.05
4	Karimnagar	207959	195076	403035	163397	153274	316671	207808	194881	402689	162695	152395	315090	151	195	346	702	879	1581	0.07	0.10	0.09	0.43	0.57	0.50
5	Warangal	230885	219502	450387	163729	154670	318399	227674	216610	444284	161052	151251	312303	3211	2892	6103	2677	3419	6096	1.39	1.32	1.36	1.64	2.21	1.91
	<b>Total</b>	<b>923021</b>	<b>883134</b>	<b>1806155</b>	<b>644591</b>	<b>594006</b>	<b>1238597</b>	<b>902943</b>	<b>860745</b>	<b>1763688</b>	<b>607634</b>	<b>547454</b>	<b>1155088</b>	<b>20078</b>	<b>22389</b>	<b>42467</b>	<b>36957</b>	<b>46552</b>	<b>83509</b>	<b>2.18</b>	<b>2.54</b>	<b>2.35</b>	<b>5.73</b>	<b>7.84</b>	<b>6.74</b>
<b>DPEP-II</b>																									
6	Srikakulam	142569	141937	284506	116226	104134	220360	141983	141263	283246	113527	100655	214182	586	674	1260	2699	3479	6178	0.41	0.47	0.44	2.32	3.34	2.80
7	Visakhapatnam	224559	218088	442647	156631	159828	316459	222808	216191	438999	154286	156790	311076	1751	1897	3648	2345	3038	5383	0.78	0.87	0.82	1.50	1.90	1.70
8	Guntur	259226	229900	489126	210865	186994	397859	257366	227954	485320	205177	180280	385457	1860	1946	3806	5688	6714	12402	0.72	0.85	0.78	2.70	3.59	3.12
9	Prakasam	198830	191962	390792	115475	94815	210290	197846	190649	388495	102598	74840	177438	984	1313	2297	12877	19975	32852	0.49	0.68	0.59	11.15	21.07	15.62
10	Chittoor	195848	187211	383059	166835	157217	324052	194697	185810	380507	163769	152455	316224	1151	1401	2552	3066	4762	7828	0.59	0.75	0.67	1.84	3.03	2.42
11	Cuddapah	184157	178714	362871	110845	88620	199465	184048	178559	362607	108744	85734	194478	109	155	264	2101	2886	4987	0.06	0.09	0.07	1.90	3.26	2.50
12	Anantapur	233064	225396	458460	140235	117447	257682	193957	191536	385493	132010	115517	247527	39107	33860	72967	8225	1930	10155	16.78	15.02	15.92	5.87	1.64	3.94
13	M'Nagar	261836	238242	500078	156703	127435	284138	242923	215818	458741	124829	86618	211447	18913	22424	41337	31874	40817	72691	7.22	9.41	8.27	20.34	32.03	25.58
14	Ranga Reddy	260202	238655	498857	178453	160549	339002	256580	234481	491061	174395	156039	330434	3622	4174	7796	4058	4510	8568	1.39	1.75	1.56	2.27	2.81	2.53
15	Medak	233404	160554	393958	128964	93750	222714	228548	157318	385866	120283	87963	208246	4856	3236	8092	8681	5787	14468	2.08	2.02	2.05	6.73	6.17	6.50
16	Nizamabad	165375	136858	302233	91208	76789	167997	164099	134969	299068	89128	73707	162835	1276	1889	3165	2080	3082	5162	0.77	1.38	1.05	2.28	4.01	3.07
17	Adilabad	185627	178081	363708	113111	93942	207053	183790	175953	359743	106174	86466	192640	1837	2128	3965	6937	7476	14413	0.99	1.19	1.09	6.13	7.96	6.96
18	Khammam	174836	169332	344168	112436	93934	206370	173842	168187	342029	109915	90931	200846	994	1145	2139	2521	3003	5524	0.57	0.68	0.62	2.24	3.20	2.68
19	Nalgonda	204183	195077	399260	121525	129861	251386	203288	193748	397036	118012	124326	242338	895	1329	2224	3513	5535	9048	0.44	0.68	0.56	2.89	4.26	3.60
	<b>Total</b>	<b>2923716</b>	<b>2690007</b>	<b>5613723</b>	<b>1919512</b>	<b>1685315</b>	<b>3604827</b>	<b>2845775</b>	<b>2612436</b>	<b>5458211</b>	<b>1822847</b>	<b>1572321</b>	<b>3395168</b>	<b>77941</b>	<b>77571</b>	<b>155512</b>	<b>96665</b>	<b>112994</b>	<b>209659</b>	<b>2.67</b>	<b>2.88</b>	<b>2.77</b>	<b>5.04</b>	<b>6.70</b>	<b>5.82</b>
<b>DPEP-III</b>																									
20	East Godavari	267264	262268	529532	185607	181802	367409	263262	259186	522448	183587	179689	363276	4002	3082	7084	2020	2113	4133	1.50	1.18	1.34	1.09	1.16	1.12
21	West Godavari	206000	199901	405901	143881	141806	285687	204276	198424	402700	141570	139941	281511	1724	1477	3201	2311	1865	4176	0.84	0.74	0.79	1.61	1.32	1.46
22	Krishna	185256	178719	363975	191509	183809	375318	184164	177508	361672	185192	177132	362324	1092	1211	2303	6317	6677	12994	0.59	0.68	0.63	3.30	3.63	3.46
23	Hyderabad	239064	235112	474176	187833	199510	387343	228079	224946	453025	180996	193472	374468	10985	10166	21151	6837	6038	12875	4.60	4.32	4.46	3.64	3.03	3.32
	<b>Total</b>	<b>897584</b>	<b>876000</b>	<b>1773584</b>	<b>708830</b>	<b>706927</b>	<b>1415757</b>	<b>879781</b>	<b>860064</b>	<b>1739845</b>	<b>691345</b>	<b>690234</b>	<b>1381579</b>	<b>17803</b>	<b>15936</b>	<b>33739</b>	<b>17485</b>	<b>16693</b>	<b>34178</b>	<b>1.98</b>	<b>1.82</b>	<b>1.90</b>	<b>2.47</b>	<b>2.36</b>	<b>2.41</b>
	<b>Grand Total</b>	<b>8591058</b>	<b>8022282</b>	<b>16613340</b>	<b>5837036</b>	<b>5265569</b>	<b>11102605</b>	<b>8377217</b>	<b>7806426</b>	<b>16183643</b>	<b>5552307</b>	<b>4929784</b>	<b>10482091</b>	<b>213841</b>	<b>215856</b>	<b>429697</b>	<b>284729</b>	<b>335785</b>	<b>620514</b>	<b>2.49</b>	<b>2.69</b>	<b>2.59</b>	<b>4.88</b>	<b>6.38</b>	<b>5.59</b>

## **BIHAR**

District Primary Education Programme was launched by Bihar Shiksha Pariyojna Parishad, The State Implementing Society On 2nd October, 1997 on the Birthday of Mahatma Gandhi, Father of the Nation.

### **DPEP-III- Bihar**

#### **Basic Information**

Name of the Project	: District Primary Education Programme - III (DPEP-III)
Date of Commencement	: 2nd October, 1997
Date of Completion	: 30th September, 2003
Duration	: 5 Years
Implementing Agency	: Bihar Education Project Council, Patna
EFC Approved Cost	: 435.35 Crores *
Districts Covered	: 11 Educational districts ( <i>20 revenue districts</i> )
Population Covered	: 3,79,22,176 (45.75% of State)
Literacy Rate : (a) Persons	: 47.08 % (State : 47.53%)
(b) Male	: 59.58 % (State : 60.32%)
(c) Female	: 33.25 % (State : 33.57%)
Average Decadal (1991-2001)	
growth of literacy	:
DPEP districts	: 10.90 %
Non-DPEP-districts	: 9.88 %
No. of Habitations	: 37,128 ( 51 % of State)
Total Schools with Primary Classes	: 24,356 (DPEP)
Total Primary School Teachers in	
(In Position)	: 58,587 (DPEP)
Pupil Teacher Ratio (PTR)	: 1 : 63

\* Includes Rs. 2802.350 lakhs of State Component of undivided Bihar.

Total Project Cost of Re-organised Bihar: Rs. 43535.327 laacs \*

Particulars	Districts Covered	EFC approved Project Cost	EFC approved Civil Works Cost	EFC approved Management Cost
Districts of Reorganised Bihar	1. BHAGALPUR	4000.000	915.903	205.459
	2. BHOJPUR	3719.315	892.000	209.660
	3. DARBHANGA	3586.012	860.000	215.169
	4. GAYA	3928.926	900.254	151.375
	5. MUNGER	4000.000	903.375	210.209
	6. MUZAFFARPUR	3247.643	775.000	194.860
	7. PURNEA	4000.000	952.525	216.206
	8. ROHTAS	3707.908	863.500	218.519
	9. SITAMARHI	3280.667	780.000	196.840
	10. VAISHALI	3673.007	880.000	213.260
	11. W.CHAMPARAN	3589.499	860.000	215.380
	<b>TOTAL</b>	<b>40732.977</b>	<b>9582.557</b>	<b>2246.937</b>
	12. SLO, PATNA	2802.350	45.413	490.278
<b>GRAND TOTAL</b>	<b>43535.327</b>	<b>9627.970</b>	<b>2737.215</b>	

\* SLO Figure has not been bifurcated between Bihar & Jharkhand.

### 1. Access, Enrolment, Retention, Completion, Equity, School Infrastructure & Teachers' Deployment

- Total no. of children - 6-11 years 59,37,999 (Year 2002\*)
- Enrolment in formal school system 41,49,630 (Year 2002#)
- DISE data for the year 2002-03 has experienced a significant overall increase of 17% enrolment as compared to base year 1998-99 . Girls enrolment has increased by 24% and SC enrolment has increased by 27%.

\* Source: Census data 2001(projected) # : Source DISE

#### Access / Enrolment

- Year 2002-03 has experienced a significant overall increase of 21% enrolment as compared to 2001-02 . Girls enrolment has increased by 23% and SC enrolment has increased by 26%.
- New Schools opened - 1693
- ALS Centres - 2975
- Six Mahila Shikshan Kendras (MSK) an 8 months residential training centre for adolescent girls.
- 1621 Angana Vidyalayas enrolling 32020 girls of 9+ age group.
- 805 ECE centres enrolling 25495 girls.
- 3243 Additional ALS/Balika shivir opened emoting about 1.29,000 children



- 2680 EGS centers opened enrolling 1,27,579 children
- 753 Baljagjagi centres enrolling 13327 girls.
- ECE centres opened near schools to free girls from sibling care.
- 18068 girls childrens have been mainstreamed. (Apna, Angna & Jagjagi)
- 11004 girls mainstreamed from ECE centre.
- 9000 girls mainstreamed from Baljagjagi centres.
- Gap
- Strategies for out of school & hardest to reach children
- House Hold Survey conducted in the districts helped identify pockets which have remain unserved under the projects.
- Children under IED have been identified through camps.
- Household Survey data is used to spot out of school SC/ST children.
- Enrolment drives conducted in Sept.,02 and again in January 2003 observed as ‘Namankan Pakhwara’ with special emphasis on enrolment of SC,ST and Girl students.
- ‘Gram Shiksha Yojna’ Village Education Plan developed with thrust on bringing out-of - school children to school
- Display of enrolment, attendance, achievement etc., data on the school bulletin board.
- Bal Melas, Maa Beti Mela organised

### **Retention / Completion**

- Overall crude completion rate has increased significantly from 29% to 40%, completion rates for girls has increased from 29% to 38% and for SC it has increased from 26% to 37% as compared to last year i.e. 2001.
- Overall grade transition rate has increased from 62% to 75% in Class-I to II, 54% to 61% in Class-I to III and 40% to 51% in Class-I to IV when compared with the base year (1998-99).
- SAMIS introduced in two blocks in each districts. Data collection in process.
- Bal Panji-Sharing of data with teachers, VSS and the community
- Gross Index of Gender Equity (IGE) has shown continuous growth over the years. The Gross IGE is 90%. An increase by 2% as compared to last year i.e. 2001-02.
- The Gross Index of Social Equity (ISE) is 114%. An increae of 3% noted as compared to last year i.e. 2001-02.
- Girls transition from Class-I to II has increased substantially from 61% to 74% w.r.t 1998. For SC it has increased from 59% to 71%.
- Household Survey data is used to spot out of school SC/ST children.
- Enrolment drives conducted in Sept.,02 and again in January 2003 observed as ‘Namankan Pakhwara’ with special emphasis on enrolment of SC,ST and Girl students.
- SDG grant TLM grant given to minority schools.
- Training imparted to teachers of these schools too.
- Specific gender intervention in each district in two blocks having lowest female literacy.
- Total coverage - 165 CRCs.
- Interventions through Sanyojikas for cent percent enrolment in the area.
- Balika Shivirs organized for retention of girls in school and improvement in quality of education.
- One month bridge course to mainstream learners from Jag-jagi & AS centres
- Special drives to mainstream girls from alternative centres.

- Balika Manch formed of adolescent girls to promote education.
- Residential tuition centers to mainstream girl children.
- Mahila Samakhya programme with focus on girls education.
- Female instructors for all the above centers.
- ASRGs preferably females.
- EGS upgradation
  - All EGS Centres will be upgraded to formal schools within two years
- Teachers deployment
  - Appointment of
    - Para Teachers
    - Sahyogi Teachers
    - Lok Shikshaks

- PTR
- Under Age Children in Schools
- Opening of Bal Verg in schools
- Opening of ECE & Bal Jagjagi Centres near schools
- Training of teachers
- 30 days training module developed
- 10 days for master training
- 30 days training + 1 day recurrent training/month
- Hand outs as support materials provided to teachers
- Support through CRC/BRC/DIET/Distt. Personnel
- Plan to train teachers through distance mode

### **School Infrastructure**

- Plan for convergence prepared at distt.level
- Govt.progs.having provision of grants for school infrastructure : Finance Commission PMGY, Border Area Development Scheme. MLA/MP funds.
- PHED provides for drinking water facilities for schools.
- Finance Commissioner, PMGY. Total Sanitation & Accelerated Rural Water Campaign Supply Prog., Central Rural Sanitation Prog. MP & MLA funds etc.
- As per based on DISE Data need based prioritization of schools is done.

### **2. Mobilization**

- Training to Panchayati Raj Institution Members
- Training to VSS Members
- SAMIS is being conducted in two BRCs of each distt. to monitor students attendance.
- Sharing of Bal Panji data with teachers, VSS & the community
- VSS has been given power to supervise the attendance of teachers as well as students.
- Study conducted on children mainstreamed from ECE & ALS centers showed better attendance & achievement level of these children as compared to other children of class I&II of formal schools.

### 3. *Learning & Quality*

#### Learning

- The existing transfer policy has been drastically changed by bringing about the transfer rule for elementary teachers. Now every teacher has to be placed within the distance of 5 kms from his/her home but not within their own Panchayat. Teachers transfer has been decentralized from district to block level.
- Bihar State Panchayati Raj Act also has been passed and it is being implemented. Gram Panchayat has been given enormous power to supervise and manage elementary schools.
- Recently a letter has been issued by Chief Secretary, GOB restraining district administration from deputing teachers on non-academic jobs.
- 1783 new primary schools were sanctioned under DPEP Against them 3566 teachers unit were sanctioned by the Government. 1977 regular teachers and 1111 Sahyogi teachers are in position. 1693 schools opened.
- Due to involvement of the Community, Panchayat and VEC in the management of Elementary Education System, the attendance of the teachers and the students are improving which is being reflected in DISE.
- Special focus on girl children through specific gender intervention
- NPEGEL programme being launched in all distt.

#### Quality

- Appointment of Local Sahyogi Teachers.
- 10 days Ujala-1 Training imparted to them.
- Decision taken by the State Govt. to get one Panchayat Shiksha Mitra (PSM-Para Teacher) engaged in each Primary & Middle Schools of rural areas - Totaling 43000 (whole state)
- 20556 PSMs engaged in DPEP districts till Sept. 2003..
- Training of 15773 PSM completed.
- Development of MLL based Textbooks cum workbooks and "Sikhana Ashan Hai" as TLM Guide Book
- Child centered, Activity based textbooks developed and teachers oriented to use them.
- Teachers provided Ujala-1 and Ujala-2 training of 10 days each.
- One day recurrent training to teachers at CRC every month.
- Refresher Course training given to BRC Resource Persons at SCERT
- CRCCs given 5 days training at DIET
- Workshops on TLM preparation and their uses were organised at State and District/BRC/CRC level
- Experience of Ujala-1, 2 revealed that there was need for subject-specific training. Modules for subject specific training for Language , Maths and EVS (Science) named as 'Utkarsh' has been developed and training started.
- 'Prerna' 30 days PSM Training Module was prepared after a series of workshop.
- All training modules are uniform but have freedom to bring about contextual flexibility.

- Management and Deployment of teachers are primarily looked after by Education Department. However at the initiative of the BSPP the following major decisions have been taken by Govt of Bihar ;
- Teachers were deployed in proportion to the pupil teacher ratio as far as possible. All single teacher schools were made double teacher schools. All zero teacher schools were given at least one teacher.
- Based on the experience obtained from successful functioning of the VEC in the project districts . Vidyalaya Shiksha Samiti (VSS) Act has been passed by the legislature of the state
- VSS has been given power to supervise the attendance of teachers as well as students and teachers shall receive their salaries only on the absentee statement issued by the VSS.
- VSS has been linked with local Gram Panchyat through its Sukha- Suvidha Samiti. Moreover, two members are to be nominated by local Gram Panchayat in the VSS.
- A formalized system of Annual Evaluation is in place for the Formal School System. Records are maintained at the school, CRC, BRC and the district level. Analysis of annual reports of consecutive years are being made in the districts to assess the increase in achievement level of students.
- Analysis of results at CRC level helps in assessing students as well as teachers need for subject specific training.
- Similar pattern will be followed for EGS centres
- In the Alternative Schooling System evaluation is conducted at the end of each session and assessment is made child wise and center wise.
- CRC & BRC RPs during the school visits provide academic supports to the teachers.
- Pupils learning is also assessed by them.
- In the Alternative Schooling System, the Academic Support Resource Group (ASRG) plays a similar role.
- Based on the findings of MAS and Annual Evaluation, special interventions are being made to provide need-based, subject-specific training to teachers and inputs on multi-grade teaching .
- Format for quality monitoring of schools developed and is implemented in all schools of four BRCs in each distt.

### **DIET**

- GOB has taken steps to operationalise DIETs. Principals & 6-8 academic staff members have been positioned in all DIETs in the Project districts. Available DIET staff involved Pupil's Evaluation.
- All DIETs being provided with books for libraries by the Project.
- DIET Gaya is provided with a Jeep
- DRS facilities are being provided under Distance Education Programme.\_\_\_\_\_

## Status of BRCs/CRCs

### Activities:

- In view of feedback received from JRMs and functionaries of the Project regarding the contribution of districts sub-structure to the Pedagogical Renewal Process and children's achievement in schools.
- A policy decision has been made by GOB for the appointment of full time CRCC.
- A State level workshop on Redefining the roles of CRC and its functionaries like CRCC, Sanchalak, CRG was organised.
- Follow-up actions have been designed on the basis of recommendations of the above workshop. This will include:
  - Improvement in CRCC Training module.
  - Training of CRCCs, Sanchalak and Orientation of CRG.
  - Development of monitoring formats.

## **4. Planning, Management & Monitoring**

### Collection & Use of Data

- Physical & Financial progress reports are collected on formats prepared for the purpose in the monthly Reflection Planning Meetings (RPM) of the DPCs.
- The data collection is done through the following methods ;
  - DISE & SAMIS
  - Lok Chetna
  - Bal-Panji - regular updation
  - House Hold Survey (Periodically).
- The DISE data collected through teachers is countersigned by the VEC/VSS.
- VEC/VSS members actively participate in the updation of Bal Panji. Collection of data is also done through Lok Chetna. The House Hold Survey was conducted with the help of ward representative and VEC/VSS members.
- Data collected from HHS, DISE and MAS are shared with the district teams at various levels. They are fully made use of in preparing Annual Work Plan & Budget.
- Data related to out-of-school children is being processed and individual teacher is made responsible and accountable for getting them enrolled in the school. Special efforts are being made to mainstream the children with special needs.
- The data collected through House Hold Survey helped in obtaining the needs of each village and age specific information regarding out-of-school children. It enabled to make specific interventions for improving enrolment and retention.
- Unserved habitations have been identified and plan developed to open AS/EGS centres.
- Through House Hold Survey, it is for the first time that category wise detailed information has been collected about children with special needs. This will help us in formulating suitable plan interventions.

### **Institutional Strengthening & Capacity Building**

- Participation of SIEMAT and SCERT in the planning process, training workshops, meetings and development of modules, etc.
- The faculty of each DIET has been strengthened by placing 7-9 lecturers in each DIET by the state government. They are being trained as per the need of the programme
- At BRC and CRC level, Block and Cluster Resource Groups are in place. BRCCs and BRC RPs are being provided training from time to time by SCERT, SIEMAT & DIETs.
- The faculty, programme personnel and Govt. officials are imparted training as per the needs and requirements of the programme.
- A questionnaire with detailed guidelines for implementation and grading has been developed to measure the quality of performance of schools. Presently, the format is being implemented in all the schools of four BRCs
- The results of the pilot study have been shared with the DPCs and Component In-charge PFE. Strategies have been adopted to bring about school improvement in the 3 areas namely Management, Classroom Process and School facilities.
- The expansion of the study to the whole district will be done in phased manner.
- At the BRC level -BEO/REO is the Coordinator
- The BRC Resource Persons who are teachers form a committee who coordinate and provide resource support to CRC and School.
- Provide training to teachers
- They form a part of the distribution channel.They act as Resource Centre for receiving resources from District Level
- Analyse and discuss problems at the Block level and help finding solutions.

### **Interface with PRIs**

- Training imparted to PRIs
- Bihar State Panchayati Raj Act also has been passed and it is being implemented. Gram Panchayat has been given enormous power to supervise and manage elementary schools.
- VSS has been linked with local Gram Panchyat through its Sukha- Suvidha Samiti. Moreover, two members are to be nominated by local Gram Panchayat in the VSS.

### **Convergence**

- Convergence with the Mass Education Dept. for opening of EGS centres.
- Training to ICDS workes under ECE Programme
- Convergence in Civil Works for construction of Toilets,Hand-pumps etc.
- Officials of different Govt. departments like Primary Education, Mass Education, PHED etc joining the organization for better implementation of the Project.
- Districts have a free hand in the implementation of the Project after seeking approval from District Executive Committee.



**Progress Overview with  
reference to progress  
made in the report of  
17th JRM**

## Bihar Education Project (DPEP-III) Physical Progress Overview

Major Activities /Interventions	Project Target	Proposed upto AWP&B 2003-04	Progress Till 17th JRM	Progress Till Sept.,2003	Progress Since Last JRM
A	B	C	D	E	F=(E-D)
<b>Alternative Schooling / EGS</b>					
1. Establishment of Apana Vidyalaya	2370	1354	1354	1354	0
2. Establishment of Angana Vidyalaya	2960	1621	1621	1621	0
3. Opening of Additional ALS/Balikalshvir	--	8000	0	3243	3243
4. Opening of EGS	--	4585	0	2680	2680
<b>TOTAL :</b>	<b>5330</b>	<b>15560</b>	<b>2975</b>	<b>8898</b>	<b>5923</b>
<b>Early Child Education</b>					
1. ECE Centres Opened	555	824	805	805	0

Rem : Status upto September, 2003

Jharkhand State Education  
 National Institute of Educational  
 Planning and Administration  
 W-B, Sector 10, Patna  
 New India  
 D-12182  
 28-11-2003  
 DDC, No



**Bihar Education Project (DPEP-III)**  
**Physical Progress Overview**

Major Activities/Interventions	Target		Completed			Sites in Progress
	Project Target	Proposed upto AWP&B 2003-04	Till 17th JRM	Till Sept, 2003	Since Last JRM	
A	B	C	G	H	I=(H-G)	J
<b>Civil Works</b>						
1. Block Resource Centre (BRC)	139	226	122	126	4	13
2. Cluster Resource Centre (CRC)	1104	1778	812	910	98	134
3. Additional Class Room (ACR)	1652	1427	838	1050	212	453
4. New School Building (NSB)	1538	435	221	280	59	358
5. Buildingless School (BLS)	443	300	145	167	22	44
6. Toilet	4510	2570	1161	1539	378	674
7. Drinking Water (Hand Pump)	5167	2767	803	1023	220	191
8. Mahila Kutir	179	184	22	35	13	40
<b>TOTAL SITES</b>	<b>14732</b>	<b>9687</b>	<b>4124</b>	<b>5130</b>	<b>1006</b>	<b>1907</b>

Rem : Status upto Sept,2003

**Bihar Education Project (DPEP-III)**  
*Physical Progress Overview*

Major Activities/Interventions	Project Target	Proposed upto AWP&B 2003-04	Progress Till 17th JRM	Overall Progress/ Till Sep.,2003	Progress Since Last JRM
A	B	C	D	E	F=(E-D)
<b><i>Pedagogical Improvement Activities</i></b>					
1. Teachers trained under Ujala-1	123326	67686	63289	66906	3617
2. Teachers trained under Ujala-2	219526	58534	55480	57259	1779
3. 5 Days Subject Specific Trg.	-	50862	26541	35143	8602
3. No.of TLM Grants	342852	164712	142163	157131	14968
4. No. Of Functional BRCs	152	151	152	152	0
5. No. Of Functional CRCs	1855	1895	1895	1895	0
6. No. Of Textbooks Distributed	-	-	33672642	38668180	4995538
7. Opening of New schools	1783	1783	1683	1693	10
8. No. Of Sahiyogi Teachers	-	3566	1201	1111	-90
9. No. Of Regular Teachers	3566	3566	1922	1977	55

Status upto Sept., 2003

**Bihar Education Project (DPEP-III)**  
***Physical Progress Overview***

<b>Major Activities/Interventions</b>	<b>Project Target</b>	<b>Proposed upto AWP&amp;B 2003-04</b>	<b>Progress Till 17th JRM</b>	<b>Overall Progress Till Sept., 03</b>	<b>Progress Since Last JRM</b>
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F=(E-D)</b>
<b><i>VEC &amp; Micro Planning</i></b>					
1. One day orientation training	-	112636	81141	97329	16188
2. 5 days Training	25244	18253	11341	17940	6599
3. School Development Grant	122932	108839	86069	98304	12235
4. VSS reconstituted	-	25425	24009	24151	142
5. Micro Planning (No. Of villages)	22050	10106	9434	9951	517

Status upto Sept., 2003

**Bihar Education Project (DPEP-III)**  
*Physical Progress Overview*

Major Activities/Interventions	Project Target	Proposed upto AWP&B 2003-04	Progress Till 17th JRM	Overall Progress till Sept.2003	Progress Since Last JRM
A	B	C	D	E	F=(E-D)
<b><i>Mahila Samakhya</i></b>					
1. Mahila Samooh Training	1280	1238	1033	1067	34
2. Jagjagi Centre	861	1266	1027	1047	20
3. Baljagjagi Centre	580	906	753	728	-25

**Bihar Education Project (DPEP-III)**  
**Financial Progress Overview**

{Rupees in Lakhs}

Sl. No.	DLO/Unit	Project Target (EFC approved)	Cumulative AWP&B upto 2003-04	Expenditure upto 17th JRM	Expenditure upto 30-09-2003	Progress since last JRM	%age Exp. against AWP&B	%age Exp. Against EFC
A	B	C	D	E	F	G=F-E	H	I
1	BHAGALPUR	4000.00	4160.53	2114.41	2428.24	313.83	58%	61%
2	BHOJPUR	3719.32	4874.13	2360.90	2744.86	383.96	56%	74%
3	DARBHANGA	3586.01	4042.10	1192.09	1552.50	360.41	38%	43%
4	GAYA	3928.93	4479.31	1963.81	2222.79	258.98	50%	57%
5	MUNGER	4000.00	4651.45	1574.71	1823.42	248.71	39%	46%
6	MUZAFFARPUR	3247.64	3923.20	2153.98	2402.31	248.33	61%	74%
7	PURNEA	4000.00	4960.19	1820.17	2079.31	259.14	42%	52%
8	ROHTAS	3707.91	4608.58	2084.88	2339.96	255.08	51%	63%
9	SITAMARHI	3280.67	3713.85	1754.39	1980.27	225.88	53%	60%
10	SLO*	2802.35	2323.84	1606.95	2062.57	455.62	89%	74%
11	VAISHALI	3673.01	3758.13	1384.36	1778.44	394.08	47%	48%
12	W.CHAMPARAN	3589.50	4081.30	1669.50	2003.38	333.88	49%	56%
<b>TOTAL :</b>		<b>43535.33</b>	<b>49576.61</b>	<b>21680.15</b>	<b>25418.05</b>	<b>3737.90</b>	<b>51%</b>	<b>58%</b>

\* Includes textbook advance on behalf of DLOs

## *5. Status of Programme Implementation*

### Status of Fund Releases from State & GOI

STATEMENT OF ALLOTMENT AND EXPENDITURE  
As on 30-09-2003

Fig. in lacs

YEAR	AWP&B	OPENING BALANCE OF RESOURCE S	RECEIPT DURING THE YEAR	TOTAL RESOURCE S = col.(3)+col. (4)	CUMULATI VE EXPENDIT URE	UNSPENT BALANCE	% AG OF EXPENDITU RE AGAINST TOTAL RESOURCE S	AUDIT			
								STATUORY AUDIT	A.G. PERFORMA NCE AUDIT	WORLD BANK AUDIT	INTERNA L AUDIT
1	2	3	4	5	6	8=(5-6)	9				
1997-1998	3198.00	0.00	3198.00	3198.00	358.03	2839.97	11%	AUDITED	PERFORMA NCE ADUIT	PROCUR MENT	IS BEING DONE AT EVERY 3 MONTHS.
1998-1999	10235.751	2839.97	1408.77	4248.74	4765.50	-516.76	112%	AUDITED	FOR THE	/FINANCI	
1999-2000	16376.51	-516.76	7108.78	6592.02	5566.30	1025.72	84%	AUDITED	PERIOD OF	AL AUDIT	
2000-2001	13666.191	1025.72	3342.15	4367.87	4448.51	-80.64	102%	AUDITED	02-10-1997	FOR THE	
2001-2002	11962.65	-80.64	6475.09	6394.45	6072.00	322.44	95%	AUDITED	TO 31-03- 2000	PERIOD	
2002-2003	13249.32	322.44	7256.00	7578.45	5766.41	1812.04	76%	UN-AUDITED	COMPLETE	OF 01-04- 2000 TO	
2003-2004	17098.35	1812.04	3000.00	4812.04	2449.40	2362.64	51%	UN-AUDITED	D.	30-06- 2000	
Total			31788.79		29426.15		93%		FINANCIAL AUDIT UPTO 31-03-2001	COMPLETE TED	

# 5. Status of Programme Implementation

## RELEASE OF FUND BY FUNDING AGENCIES AND THEIR SHARE IN CUMULATIVE EXPENDITURE

AS ON 30-09-2003

YEAR	AWP&B	TOTAL RESOURCES			CUMULATIVE EXPENDITURE			% OF EXPENDITURE AGAINST FUND RELEASE			UNSPENT BALANCE		
		G.O.I.	G.O.B.	UNICEF	G.O.I.	GOB	UNICEF	G.O.I.	G.O.B.	UNICEF	G.O.I.	G.O.B.	UNICEF
1997-1998	3198.00	2717.95	480.05	0.00	280.93	53.70	23.40	10%	11%	0%	2437.02	426.35	-23.40
1998-1999	10235.751	3531.02	426.35	291.37	3709.68	714.83	341.00	105%	168%	117%	-178.66	-288.48	-49.63
1999-2000	13433.75	3821.34	2558.52	212.15	4387.18	834.95	344.17	115%	33%	162%	-565.84	1723.57	-132.02
2000-2001	16376.51	2234.16	1723.57	410.13	3604.87	667.28	176.36	161%	39%	43%	-1370.71	1056.30	233.77
2001-2002	11962.65	4399.29	1762.15	369.69	4874.01	893.07	186.72	111%	51%	51%	-474.72	869.08	182.97
2002-2003	13249.32	5925.28	1669.08	80.91	4799.88	864.96	182.64	81%	52%	226%	1125.40	804.11	-101.73
2003-2004	17098.35	4125.40	804.11	-101.73	1980.27	367.41	101.72	48%	46%	-100%	2145.13	436.70	-203.45
<b>Total</b>					<b>21656.55</b>	<b>4028.79</b>	<b>1254.29</b>						

## **6. Important Achievements**

- Opening of 4585 EGS centres.
- Opening of 3243 Additional ALS/Balika shivir
- PSM Training almost complete.

## **7. Suggestions to Improve Quality of Classroom Transactions**

- PTR to be reduced to approx. 1: 40.
- Infrastructure to be provided.
- Multigrade teaching should be dispensed with.
- Community to be further sensitised.



## **GUJARAT**

### **The Questionnaire**

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1. **Access, enrolment, school infrastructure and teachers' deployment:**
    - **Progress towards universalizing physical access as per norms at the primary level and planning for upper primary stage**
    - **Convergence of funds for school infrastructure, including drinking water and sanitation facilities**
    - **Assessing requirements for additional teachers or their redeployment**
    - **Assessing the progress towards universal enrolment and projections for the next one year**
    - **Assessing progress towards inclusion of 'hard to reach children'**
- 

- 1.1 Has universal physical access been achieved? If not, what is the gap? Any major constraints in achieving this goal?**

There is a primary school in the radius of 1.5 kms from every village in the DPEP districts as per the state norms. to address the issue of providing universal access to all the children, strategies endeavours are being made in the DPEP – IV districts as show below.

#### **Additional Classrooms**

A total of 764 additional classrooms are targeted for construction in the six project districts of which 259 have been completed already, while work is in progress in 445.

#### **Repairs :**

A total of 497 repair works have been targeted of which 238 have been already completed while the work is in progress in 159.

#### **Alternative Schooling Centers:**

To provide access to out-of-school children, a total of 2640 Alternative Schooling Centers under Back to School programme are to be opened in DPEP – IV districts. Of these, 594 have been opened already enrolling a total of 12390 children of which 6866 are girls and 5524 are boys. There are no major constraints in achieving the goals of universal physical access, except that the process has been slowed down due to the incidence of earthquake in 2001 and state-wise communal riots in 2002.

- 1.2 Is a mechanism in place for converging funds under different programmes of education department and other departments that have provision for school infrastructure grants? What are these?**

The District Primary Education Officer (DPEO) is also the ex-officio District Project Co-ordinator for DPEP and SSA, who receives and disburses all the funds released under the project.

Since he is in the best position to assess the situation at all the blocks and clusters in the district, the convergence is ensured.

### 1.3 What is the plan for ensuring universal coverage of drinking water and sanitation facilities in all primary schools? By when would this be possible?

Universal coverage of drinking water and sanitation facilities in primary schools are being provided by DPEP in Phase IV project districts. Following is the current position of the same in DPEP-IV

District	Drinking water			Toilet Blocks		
	Targeted	Completed	In Progress	Targeted	Completed	In Progress
Kutch	193	84	109	120	41	79
Sabarkantha	136	81	55	150	93	57
Surendranagar	113	42	71	150	90	60
Bhavnagar	140	79	61	150	93	57
Jamnagar	120	66	54	250	188	62
Junagadh	162	77	85	150	72	78
Total	864	429	435	970	577	393

Apart from DPEP, these facilities are also being provided under SSA in these districts as shown below:

District	Drinking water			Toilet Blocks		
	Targeted	Completed	In Progress	Targeted	Completed	In Progress
Kutch	73	20	53	92	33	59
Sabarkantha	150	90	60	14	61	53
Surendranagar	76	29	47	91	64	27
Bhavnagar	60	24	36	94	62	32
Jamnagar	55	50	5	60	51	09
Junagadh	133	66	67	96	45	51
Total	547	279	268	547	316	231

In DPEP- IV districts, a total of 914 toilet blocks have been constructed by Safai Vidyalaya in addition to the above.

The remaining work in the above is expected to be completed shortly.

**1.4 Is there any mechanism of ensuring that funds for civil works are allocated on a need based prioritization of schools?**

Since the plans were prepared at the district level by the district personnel the assessment of needs and priority was also decided by them.

As such, the funds allocated to them are used by them on a need-based prioritization of school.

**1.5 How many schools, district-wise have PTRs between 60:1 and 80:1 and those with PTRs above 80:1? how is this situation proposed to be improved?**

In DPEP-IV districts, there are no schools which have PTRs between 60:01 and 80:1. All the schools have an average PTR of 40:1

**1.6 Are there a significant number of underage children in grade I. What is being done to address this?**

There are only 952 under-age children in Grade - I in the 6 project districts under DPEP – IV. Elaborately planned enrolment drives ensure that under-age children do not get enrolled in schools. Privately run schools are enrolling the children who have completed 5 years of age.

**Underage children in Class – I**

No.	District	No. of underage children in Class – I (Age < 5)		
		Boys	Girls	Total
1.	Kutch	108	63	171
2	Sabarkantha	78	60	138
3.	Surendrangar	13	9	22
4.	Jamnagar	0	0	0
5.	Junagadh	122	117	239
6.	Bhavnagar	214	168	382
	<b>Total</b>	<b>535</b>	<b>417</b>	<b>952</b>

**1.7 What is the plan for conversion of EGS schools into formal schools? Is there a forward looking strategy for para teachers?**

There are no EGS schools in Gujarat which may be converted into formal schools. In DPEP – IV districts, children are covered under ‘Back to school’ and ‘Bridge Course’ programmes in Alternative Schooling centers. The children enrolled are mainstreamed into formal schools after which the AS centers are closed down.

In DPEP-II districts a total of 49422 children were enrolled in AS centers under Back to School Programme. Of these 32775 children passed the examination and were mainstreamed. Similarly, under Bridge course programme, 58403 children were enrolled of which 47521 were mainstreamed.

In DPEP – IV a total of 51805 children were enrolled in 2744 AS centers under Bridge course. Of these, 26322 children (including 7601 girls) passed the examination and were mainstreamed.

**1.8 What is the age-wise assessment of number of out of school children (boys, girls)? Have disaggregated figures been analysed to locate blocks, ppanchayats and villages with a large number of out of school children? How are such areas being targeted? What is the projected out of school child population of children, age-wise by mid 2004?**

There are a total of 3,86,460 out-of-school children comprising 160145 boys and 226315 girls. In DPEP-IV districts, the total no. of out-of-school children is 94360, of which 39134 are boys and 55226 are girls, as shown below:

District	No. of Out of School Children		
	Boys	Girls	Total
Junagadh	5864	8265	14129
Porbandar	1242	1538	2780
Sabarkantha	6430	8068	14498
Surendrangar	8242	12637	20879
Jamnagar	4984	6446	11430
Kutch	5748	8685	14433
Bhavnagar	6624	9587	16211
<b>Total</b>	<b>39134</b>	<b>55226</b>	<b>94360</b>

Following the household surveys, village-wise lists of out-of-school children in the age-group of 6-14 years has been generated. This gives not only the number but also names of the children who need to be covered under formal or alternative schooling. This disaggregated data has been shared right down to block and cluster level. The use of this data resulted in the Enrolment Drive 2003 being such a huge success. Although the figures are being compiled, it is clearly established that enrolment has significantly improved in schools.

Also, village-mapping exercises ensure that areas with large number of out-of-school children are identified, so that local VECs can propose to open an AS center there.

It is projected that by March, 2003, a total of 2748 Back to School center and 1815 Educational camps will be opened in the six DPEP-IV districts enrolling about 48,000 out-of-school children

- 1.8.1 List the groups of “hard to reach” children who are being addressed, the strategies and the numerical coverage. These could include children who migrate, adolescent girls, children working for wages or bonded labourers, street children etc.**

Under DPEP, children belonging to SC & ST groups and also disabled children and girls belonging to the disadvantaged groups are being targeted for Universalization of Elementary Education. For these groups, Back to School and Bridge Course programmes are being used to provide them with access.

- 1.9 What strategies are in place for elder children in the 11-14 years age group? Many states have had serious problems in inclusion of elder children. What is the experience of your state?**

Creating awareness about the importance of primary education among the masses by using media campaigns viz., advertisements on side panels of ST buses and hoardings at block level bus-depots, jingles on radio and TV have proved to be very effective in mobilizing the support of local communities in project districts. This has also covered elder children in 11-14 years age group who are enrolled in Back to School and Bridge Course programmes. From Nov., 2003 more such children will be covered under the short-term Education Camps under Alternative Schooling. It is proposed to open 1815 such centers in DPEP – IV districts by March, 2003.

- 
- 1.10 What specific steps have been taken to ensure greater participation of children of religious minorities? Is there a separate town/city level plan for all the major towns/cities in DPEP districts? Are there plans separately budgeted and monitored?**

Under DPEP, various congregation of women from educationally backward communities have been organized. In Banaskantha, the Mahila Sammelan for Muslim Jagirdar women was successfully organised. Similar programme are being organised in DPEP – IV districts, also. Especially, Ma-Beti Sammelans of village level have been very successful in increasing enrolment and retention of girls in schools.

The Annual Work Plan are prepared at the district level, which target specific block and cluster for universalization of elementary education. However, no city or town-wise plans are prepared under DPEP.

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**2. Mobilisation, Attendance, Completion and databases for planning**

- **To assess if strategies for social mobilization have been effective, especially in backward areas and among marginalized groups.**

- **Monitoring of children's attendance and follow-up action, including children mainstreamed from bridge courses and other alternatives**
  - **Assessment of information relating to completion rates and its effective utilization Up dating of habitation level databases and their regular utilization, reconciliation with school records.**
- 

2.1 **In the assessment of the state, is social mobilization adequate in every district? How is the mobilization process being made effective in disadvantaged and marginalized areas and groups e.g. scheduled caste and tribal areas, minority dominated areas, remote forest, hilly and border areas? What needs to be done to enhance the demand for education in such areas?**

Social mobilization is definitely more than adequate in all the districts in DPEP-IV. The project has progressed from community mobilization to community participation mode now. The formation and activation of VECs, MTAs, PTAs and Parent Councils (for disabled children) all over the DPEP districts, followed by their replication in all the districts covered under SSA in the state, has mobilized effective support of the communities in disadvantaged and marginalized areas and groups, e.g. SC, ST and minority dominated areas in remote forest, hilly and border areas.

An inventory has been developed of tribal festivals on which fairs and Haats are organised in project districts. Exhibitions on DPEP are held on these days to get tribals to participate in the project. Door to Door campaigns (Barne takore) are also organised to mobilise the tribal support in the process of UEE.

The DPEP has capitalized on the recognition and good-will obtained at the village level during the implementation of Gujarat School Repair and Reconstruction Programme in the project districts which saw creation, activation and direct participation of VCWCs in civil works.

Under Tribal Sub-plan, uniforms are provided to the tribal children in Gujarat. Also, nutritive food is provided to the children under the Mid-Day Meal Scheme in the state. This benefits the children belonging to disadvantaged groups mainly SC and ST.

A great deal of strategic media campaigns are being carried out using newspaper, radio, TV and other print material to motivate rural masses to ensure enrolment and retention of the children, especially girls in schools. Advertisements are being displayed on side-panels of 1400 ST buses and large hoardings at 64 ST depots at block level. Also, a large 240 column (m) advertisement for promotion of enrolment of all children, especially girls, in 6-14 years age-group, was published in the leading Gujarati newspaper viz., Gujarat Samachar, Sandesh, Jansatta and Samabhav. The advertisement was published on

16-5-03 one month before the start of current academic session in schools and targeted parents, teacher and opinion leaders.

The media campaigns resulted in increased awareness about importance of primary education, which translated into increased enrolment in schools following the state-wide enrolment drive in Gujarat, led by Hon'ble Chief Minister, Shri Narendra Modi and Hon'ble Minister of Education, Smt. Anandi Ben Patel. The Enrolment Drive was monitored by senior officers of the rank of secretaries in the state. During these drives, a set of three posters and stickers promoting enrolment of children from disadvantaged groups, disabled children and girls were distributed in schools.

**2.2 Areas that have the greatest need for community awareness and involvement are seen to be areas where institutions like VECs and School Committees are the least active? What is being done to improve this situation?**

It has been observed that areas that have the greatest need for community awareness and involvement are also the areas where VECs, MTAs and PTAs are not as active as in other areas. To improve this situation, 8 community leaders (who also constitute VEC, MTA & PTA) from every village were trained at cluster level on their role in the process of universalization of elementary education in their village. Also, increased monitoring by CRC has ensured that VECs, MTAs and PTAs in these areas meet regularly. The minutes of the meeting are recorded in the school register. The members of VEC, MTA and PTA are now more active in these areas so that educational issues are being effectively solved at the village level.

Under Sarva Shiksha Abhiyan, 8 Community leaders from every village have been trained at Cluster level on playing a pivotal role in the process of Universalization of Elementary Education. These community members are selected from active members of VECs, MTAs and PTAs.

**2.3 What is the state's experience in attendance of children who have been mainstreamed from bridge courses? Are they able to cope with the learning requirements of higher classes? What problems have been identified in the successful retention of mainstreamed children?**

**Is attendance of children being monitored? How? What corrective action is taken at the school level and by the community? Is the arrangement satisfactory?**

The attendance of children is being monitored both at the school and village level by active participation of members of VECs, MTAs and PTAs in the monthly meetings. With their interventions, the parents of irregular children are persuaded to ensure that their wards attend the school regularly. They are also persuaded to

spare their children the agricultural and other occupational work so that they can continue with their education without being disturbed.

Although school head-masters and local teachers the CRC and BRC Co-ordinators are also playing a crucial role in monitoring the attendance of the children in schools. This arrangement is quite satisfactory and is replicated in other non-DPEP districts, also. The maintenance of Village Education Registers is also strictly followed by the schools. The number of children mainstreamed from Alternative Schooling centers is also recorded in VER.

**2.4 What is the state's experience in attendance of children who have been mainstreamed from bridge courses? Are they able to cope with the learning requirements of higher classes? What problems have been identified in the successful retention of mainstreamed children?**

The institutions of Bridge Course Programmes under Alternative Schooling has been very successful in Gujarat. In DPEP – II districts, a total of 1855 Bridge Course Centers were opened in 2003, enrolling a total of 14986 children. Out of these, 13459 appeared in the examination which was passed by 9786 children including 4571 girls who were mainstreamed successfully.

Similarly, in DPEP-IV districts 2744 Bridge course centers were opened in 2002-03, enrolling a total of 51805 children. Out of these, 41030 appeared in the examination, which was passed by 20322 children including 7601 girls.

It has been found that the mainstreamed children are able to cope with the learning requirements of the higher class although they take some what longer than other children.

Migration of the parents, presume to join family occupation, weak financial position and in case of girl sibling case are the major problems that affect the retention of these children.

**2.5 Has a school-wise cohort analysis been conducted? How it is being used? Are schools being encouraged to look at their transition rates and reduce repetition and dropout?**

No school-wise analysis has been conducted in DPEP districts. However, through the medium of BRC and CRC Co-ordinators, schools are encouraged to look at their transition rates and reduce repetition and drop-out. Here, again, school head master and teachers are playing a crucial role.



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### 3. Learning and Quality

- To assess if effective steps have been taken to ensure regular functioning of schools
- Assessment of the state's concern about change in the classroom processes of teaching-learning and learning levels of children.
- To assess if equity issues in quality and learning are being adequately addressed
- To understand if work on quality issues has been taken up in a decentralized, differentiated manner.
- To assess the effectiveness of the functioning of BRC-CRCs especially their linkages with DIETs and their preparedness for taking up work at the upper primary level
- Are effective mechanisms in place for quality monitoring and follow-up for EGS and other alternative interventions To assess the adequacy of the orientation programmes for para teachers?

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#### 3.1 Is the focus now squarely on outcomes like changed classroom processes and learning of children? How is this focus (as opposed to a routine monitoring of 'quality inputs') put in practice? How is the message of accountability for learning by ALL children being communicated and pursued?

With the direct release of teachers' grants, as well as school grants to the schools the focus is now squarely on outcomes like improved, classroom processes and learning of children. The teachers are encouraged to develop their own TLM that is specific to the local context and also child friendly. More and more teachers are now preparing TLM which is designed to facilitate learning by the children. Also BRC and CRC Co-ordinators are doing a yeomen's service by providing on the spot resource support to teachers on improving the classroom practices.

The accountability for learning by all children is fixed on the teachers, individually and this message is personally conveyed by the BRC and CRC Co-ordinators during their visits to the schools. Also, articles and appeals made through the quarterly magazine "Prathamik Shikshan Saravani" also reinforce the message conveyed to the teachers.

#### 3.2 How clear is the understanding, how strong is the conviction about the nature of change being brought about in classrooms? Is the focus of all district and block, sub-block personnel clearly on learning of children ?

Under the pedagogical renewal process, the emphasis in Gujarat has been on making the pedagogy activity-based, joyful and child-friendly. During the various training inputs by DIETs at district level, BRC Co-ordination at block level and CRC-Co-ordinators at cluster level, the same emphasis is conveyed in a cascade

mode. This has significantly changed the Teaching-Learning Methodology in the classroom everywhere. Thus, the focus of all district, block and sub-block personnel is clearly on the learning of children. As VECs, MTAs and PTAs are well-aware of what and how the teachers are supposed to teach, they ensure that the children are taught as they should be taught.

**3.3 –Blank-**

**3.4 Is the issue of equity in learning being addressed? What steps have been taken to ensure the poorly performing children get adequate attention in classrooms?**

The BRC & CRC Co-ordinators are monitoring the learning aspect of the children in school. They are providing on-the-site support and guidance to teachers on hardspots of various subjects. By interacting regularly with children, they assess the learning by children. The poorly performed children are seated in the front rows alongwith adequately performing children. Also, teachers are encouraged to pay special attention to the needs of these children.

To improve the reading skills of children in rural areas, the Reading Project has been launched. For this, library facilities are being set up in schools, providing periodicals, magazines etc. The weak students are identified by the teachers who are given tuition by them after the school hours. The results are quite encouraging, so far.

**3.5 What is the extent of parental involvement in learning issues of their children?**

The parents involvement in learning issues of their children is quite active and supportive. More and more parents are showing keen interest in the educational facilities and practices found in the local school. They have learnt to support the teachers and send their children to school.

During the meetings of MTAs and PTAs, it has been found that the members are well aware of the importance of monitoring the learning aspect of their walls.

**3.6 Has there been adequate work on curriculum, textbook revision, teacher training in minority languages of instruction? How has the issue of learning of children with a mother tongue very different from the language of instruction been addressed?**

For the schools teaching in regional languages other than Gujarati, textbooks have been developed in the concerned language. The curriculum of these textbooks has been revised. Also, teachers of these schools have been trained on the new textbooks.

In tribal areas, especially, the issue of local dialect has been addressed by development of glossaries of the Gujarati words most commonly used in teaching with their local meaning. This has been done in the districts of Dang, Panchmahal and Banaskantha in DPEP-II, and in Sabarkantha and Kutch in DPEP-IV. A set of flash cards has been developed in the Kutchi dialect facilitate teachers from other districts to teach the local children better.

During the training of the teachers, the issue of local specific context and TLM is always underlined.

**3.7 Has there been any comprehensive assessment of reading abilities of children in different grades at the primary level? Findings?**

While there has been comprehensive assessment, at local level by DIETs, of reading abilities of children in different grades at the primary level, the issue of developing the reading skills of children is being tackled under the Reading Project which is launched in the schools of the rural areas.

**3.8 Have individual DIETs taken up significant academic work for implementation for their district e.g. introducing contextual elements in the curriculum through teachers' orientation, supplementary material for teachers and students that include the culture, folklore local traditions, socio-economic analysis etc. in areas that are differently situated/peopled e.g. hilly and forest areas, ethnic minorities etc?**

The DIETs are playing the pivotal role in development of a more effective pedagogy at district level by incorporating the contextual elements in the curriculum through teachers' orientation, supplementary material for teachers and students that includes the local culture, folklore traditions, etc.

The development of flash-cards in Kutchi dialect and similar material in tribal dialect in Sabarkantha are instances of the above.

**3.9 Are teacher training uniform for the entire state?**

GCERT is the nodal agency for teachers training in Gujarat. Through DIETs, uniform training is given to teachers on new textbooks. The teachers have been trained on new textbooks of Std.I, II and III in a uniform manner. However, the training on preparation of TLM and other areas relevant to the specific requirement of the district are provided by the DIETs with the resource support of experts.

**3.10 How strong and institutionalized are the linkages of BRCs and C RCs with DIETs and what is their (DIET\_BRC\_CRC) preparedness for taking up work at the upper primary level.**

Gujarat has taken pioneering steps in giving DIETs the freedom to design their own district specific teachers training modules. They have been strengthened with educational infrastructure and provided with computers, photocopiers and financial allocations to undertaken action research etc. The DIET faculty is represented in the SRG and DRGs. Each DIET faculty member is linked with one block as a liaison officer to provide resource support and guidance to BRCs and CRCs.

BRCs have been providing on site support to teachers during their school units. During their monthly meetings they provide demonstration on effective classroom transaction to the teachers and discuss how to handle teaching of hard spots of all subjects. Future training requirements are assessed and remedial programmes worked out.

CRCs are playing pro-active role in improving quality by directly monitoring the schools and providing pedagogical inputs such as school-mapping, micro-planning etc. The linkages between CRCs and BRCs and DIETs are institutionalized and they are quite strong in Gujarat.

**3.11 What are the mechanisms in place for quality monitoring and follow-up on quality issues including learning of children for EGS and other alternative interventions**

All state-level, the pedagogy and teacher training issues are tackled by GCERT, while at the district level, respective DIETs have been empowered for the purposes.

The DIETs faculty members have been assigned liasoning of individual blocks for which they are given responsibility to provide guidance and resource support. The BRC Co-ordinators are trained by the DIETs with support of BRGs on the improved pedagogical practices and quality issues. The BRCs with the help of BRGs provide training inputs to CRCs who, in turn, provide training to teachers in their clusters.

Apart from pedagogy, they are also trained on school-mapping, village-mapping and other micro-planning activities.

**3.12 What is the duration of induction and recurrent training programmes for para teachers? What is the mechanism for regular academic support to them?**

There are no para-teachers in Gujarat. The Vidya Sahayaks are regular teachers who are given orientation and other training by the DIETs.

**3.13 What major changes have been implemented in all schools relating to pupils' assessment? Do these changes further the overall vision of pedagogic change which is being pursued in the state?**

The major changes that have been implemented in all schools relating to pupil's assessment are as mentioned above.

- For Std.I, II & III, oral tests are used to assess the pupils achievements in various subjects
- The emphasis in Std.I, II & III is on activity-based joyful learning. Therefore, Activity Performance Tests are conducted to assess the achievements of children. Here, the focus is on assessing the pupils grasping of the concepts and co-relating them logically.
- For Std. IV & V, the pupils have to undergo written tests for various subjects.
- Quarterly assessment is undertaken in various subjects.
- Co-curriculum activities are also undertaken for assessment
- 80% weightage in Std.I, II & III is given to attendance of the children in schools.

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**4. Project Management**

- **To assess if effective steps have been taken to ensure complete convergence of the implementation arrangement with the mainstream educational administration**
- **To assess the capacity and extent of autonomy available at district levels**

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**4.1 What changes have been made to ensure this convergence? What more needs to be done to achieve this integration?**

In Gujarat, DPEP is directly linked with the mainstream educational administration, which ensures complete convergence of implementation arrangement at state, district and sub-district level. This is reflected by the following:

At state level, the Executive Committee of UGCPE is chaired by the Principal Secretary, Education. Also, Director, Primary Education, Director, GCERT, Director, Gujarat State Textbook Board are members of the EC. Their active and

regular participation ensures effective convergence of implementing arrangement at the state level. Also, the State Project Director of DPEP is a member of the Executive Committees of GCERT and other state level organizations. The co-ordination at state level is ensured by the SPD and his team of officers with expertise and experience in primary education sector.

The District Project Education Officer (DPEO) is the ex-officio District Project Co-ordinators for DPEP. As the district level head of primary education, he ensures that all the activities of DPEP are conducted as per the AWP&B. Also, DIETs are playing key role in DPEP by taking care of the pedagogical aspect. Faculty members of DIETs have been assigned liaisoning duties for individual blocks in the district. Also, they have been strengthened by infrastructure and equipment support provided under DPEP.

The BRC and CRC Co-ordinators are the pillars supporting DPEP at the grass-root levels. They are selected from the best teachers with proven excellence in teaching by the District level committee. They regularly visit the school and monitor the attendance of students as well as teachers. They also guide and monitor utilization of equipment and other TLMs. They also monitor all types of project activities at their level. viz., grants utilization, awareness campaigns, gauging the impact of various interventions, in-service teacher-training etc.

**4.2 Are the district teams fairly autonomous? Is there a functional and active block team? What is its composition? What kinds of decisions can it take?**

The district teams have autonomy in the implementation of DPEP. The AWP&B is not only prepared by the respective districts, its progress is also monitored at district and sub-district level by the District Project Unit. The pedagogical support is provided by DIETs which are empowered to introduce contextual elements in the curriculum through teachers' orientation, supplementary material for teachers and students that include the culture, folklore, local traditions, socio-economic analysis, etc.

At the block level, BRC is the key institution which monitors the implementation of DPEP. The BRC is supported by the liaison officer from DIET and also the Block Resource Groups. The BRGs are constituted of outstanding teachers, CRC Co-ordinators, academicians and members of NGOs etc.

The BRC Co-ordinator conducts monthly meetings of CRCs during which pedagogical issues and teaching of hardspots of various subjects, etc and discussed and remedial measures worked out. Plans for the next month are made while performance during the last month is viewed in the light of universalization of elementary education. Their decisions carry the institutional and administrative support of the district.

4.3 **What is the interface with PRIs with the programme at the district and block levels.**

The District Primary Education Officer co-ordinates directly with the District Panchayat, which is the district level body in charge of all the Panchayat schools in the district. Various administrative issue are resolved with direct participation of the District Panchayats. Similarly, Block Level Panchayat and village level panchayat are directly involved in the execution of various educational programmes.

The VECs, MTAs and PTAs have a direct role in DPEP at the village level. Activation, orientation and capacity building of these village level PRIs has contributed to the successful implementation of DPEP in the project districts. The Enrolment Drive in June, 2003 was a huge success mainly due to the local participation. They are monitoring the utilization of civil works and grants for teachers, schools etc. They are actively participating in various congregations – Ma-Beti Sammellans, Mahila Panchayat Sarpanch Sammellan etc.

Thus, they are actively involved in all the village level aspects of DPEP implementation in the project districts.

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5. **Status of Programme Implementation**

- To assess the physical and financial progress made against the goals set at the time of commencement of programme
- Status of fund releases from states of GOI
- Comparison between actual expenditure and original budgeted amount and analysis of shortfalls in fund utilisation

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**Following is the status of fund release and expenditure in DPEP-IV districts.**

**DPEP IV  
Fund Release By GOI**

Date	Amount in Rupees	Total	
		Yearwise	
4-10-2000	5,000,000.00	5,000,000.00	2000-2001
29-11-2001	75,000,000.00	75,000,000.00	2001-2002
10-10-2002	150,000,000.00		
19-01-2003	70,000,000.00	220,000,000.00	2002-2003
18-07-2003	100,000,000.00		
06-11-2003	67,331,000.00	167,331,000.00	2003-2004
Total	467,331,000.00	467,331,000.00	

**DPEP IV  
Fund Release By GOG**

Date	Amount in Rupees	Total Yearwise	
31-07-2000	4,000,000.00		
31-07-2000	2,750,000.00	6,750,000.00	2000-2001
06-10-2001	6,750,000.00		
08-03-2002	15,750,000.00	22,500,000.00	2001-2002
06-08-2002	24,750,000.00	24,750,000.00	2002-2003
09-07-2003	31,900,000.00	31,900,000.00	2003-2004
Total	85,900,000.00	85,900,000.00	
Grand Total (GOI+GOG)	553,231,000.00		

**Expenditure in DPEP – IV**

Sr.	MONTH	EXPENDITURE		AMOUNT CLAIM	
1.	April '2003	4,930,600.00	4,930,600.00	4,020,826.00	4,020,826.00
2.	May '2003	8,833,793.00	13,764,393.00	7,619,843.00	11,640,669.00
3.	June '2003	11,693,270.00	25,457,663.00	9,911,233.00	21,551,902.00
4.	July '2003	13,373,773.00	38,831,436.00	11,664,444.00	32,216,346.00
5.	August '2003	107,546,664.00	146,378,100.00	94,667,068.00	127,883,414.00
6.	September '2003	18,292,685.00	164,670,785.00	15,358,972.00	143,242,386.00
7.	October '2003	8,417,381.00	173,088,166.00	5,612,277.00	148,854,663.00
	Total	173,088,166.00		148,854,663.00	

**6. List 3 important achievements, in order of priority since the last JRM ?**

**1. Enrolment Drive-2003:**

The most important achievement since the last JRM is near universal enrolment following the massive Enrolment Drive which was held under the leadership of Hon'ble Chief Minister, Shri Narendra Modi and Hon'ble Minister of Education, Smt. Anandiben Patel, while it was a state-wide activity it was a replication of DPEP success in the state. The drive was supported by secretary-level senior bureaucrats, MLPs, MPs and other ministers, too.

The most important aspect of the campaign was active and direct participation of local communities and PRIs.

**2. School Improvement Plans (SIPs)**

Another important achievement since the last JRM is universal preparation of School Improvement Plans in all the villages in the project districts under DPEP-IV. Individual School Improvement Plans were submitted to the respective CRC Co-ordinator, who submitted the same to BRC Co-ordinator. After verification, the BRC Co-ordinator submitted the SIPs to the district. Quality aspect of the teaching/learning matters has been covered under SSA.



At SPO, the three schedules were developed: viz, requirement of additional classrooms, teachers training and teachers' appointment. The same was shared with the respective departments for prompt follow-up.

3. Under Alternative Schooling development of improved activity-based curriculum and supplementary material yet another significant achievement since the last JRM has been the development of improved activity-based curriculum and supplementary material for Back to School Programme under Alternative Schooling.

A set of lesson cards for EVS (Environmental studies) for Std. I & II has been developed which is clubbed with the subject of language. Charts have been developed for Std. III & IV in place of the lesson cards for the same. Also, a set of 200 activity cards have been developed for various competencies in Mathematics, EVS and languages (Gujarati, Hindi and English) for Std. I-IV.

7. **Change in the quality of classroom transaction has been slow almost everywhere? What should be done to change this situation?**

In Gujarat, DPEP has already ushered in the Pedagogical Renewal Process for which new text-books for Std. I, II & III and English workbooks for Std.V have been developed which are based on activity-based joyful learning.. Under the new pedagogy, the focus is now on encouraging peer learning among the children. Also, development and use of child-friendly TLM will ensure that quality of classroom transaction will be better and the process will be faster.

8. **List 3 most important problems that are hindering the achievement of UEE in your state?**

Some of the important problems that are hindering the achievement of UEE in Gujarat are as under\_

1. Since last 3 years, the Repetition Rate and the Drop-out Rate have been high and almost steady. The factors responsible for this are natural calamities and also communal riots that Gujarat has faced in the last three years.
2. The low female literacy rate in rural areas
3. Irregular attendance of children in rural areas.

# ORISSA

## 1. Accesses, Enrolment, School Infrastructure And Teacher Deployment

### Issues : Access

- For universalisation of access, the project is providing till 2003-04 a total 2468 numbers of new primary schools in 30 nos. of districts out of SSA, DPEP and DFID funds programme.
- Most of the habitations qualifying on the state norms of population and distance of the school have already been provided with either a school or an EGS Centres. The small number of unserved habitations are being provided with EGS Centres by the end of 2003.
- Smaller habitations are to be covered through the alternative schooling programme
- A total 1253 numbers of building for building less schools have also been provided with the new buildings.
- Retention of the large numbers of children in the adjoining schools requires the provision of additional classroom place. Towards this end, the civil work programme includes one, two or three additional classrooms as per the school need.
- The details of new school buildings, building less schools and additional classrooms as on today are enclosed. (the annual plan for SSA, 2003-04 for construction of new school, building less school, and additional classrooms is also furnished separately). This gives an effective physical infrastructure facility.

### Convergence of funds:

- Provisions of overhead tank, energizing the water from the tube well and the pipe water supply system have been made a goal in each and every primary school of the state. Rs. 15,000.00 has been earmarked for water facilities under SSA programme

### Mechanism :

- The schools, where the tube wells have already been constructed by education department, RWSS, or any other agencies, it is proposed to spend the amount of Rs.15000/- towards installation of overhead tank, a motor as pipe water supply system. This gives a fullfledged water supply system to the school.
- The schools remained untouched by SSA programme or DFID are being referred to the State Sanitation Mission to take up the water facilities in the above schools out of Swajaldhara Programme.
- Similar is the case with the toilets. The schools where no toilet is available; both boys and girls toilet are being provided out of Rs.20,000.00 under SSA programme. The schools untouched by any other programme launched by OPEPA are being referred to the State Sanitation Mission.
- In other words, this has lead to convergence with the State Sanitation Mission towards achieving a fullfledged toilet facilities and water supply facilities to

every school. The details of toilets and drinking water facilities are also enclosed.

- The convergence plans with OBB has also been made for 40 nos. of building in Rayagada district for construction of building less schools.
- Priority is being given for new primary schools and building less school in order to ensure universalising access.

However enumerating the existing infrastructure facilities, the prioritisation plan changes keeping pace with the time and needs.

Funds have also been released as per the changed plan.

#### Activities taken up for Infrastructure Development

Sl. No	Activities	Programme				Total
		DPEP	DFID (expansion district)	SSA	EFC	
1.	New primary/ upper primary school	720	803	945		2468
2.	Building for building less school	237	171	331	514	1253
3.	Additional classrooms	1636	1045	2781		5462
4.	Upgraded UP school			2097		2097
5.	CRC buildings	1036	751	427		2214
6.	Tube well	300	391	2250		2941
7.	Toilet	1258	664	2876		4798

#### Assessing the progress towards universal enrolment and projections for the next one year:

- As per the progress in EGS & AIE on 31.10.2003 total no. of EGS centres made operational are 15534 enrolling 527458 children in different districts of the State. The target was to open 22346 centres. Now 6792 centres are yet to be covered. Those centres will be covered up by 31<sup>st</sup> December, 2003.
- Similarly under AIE 292 centres have been opened enrolling 10428 children.
- Regarding 'hard to reach children' strategies for mini EGS and AIE centres are being adopted. In the difficult and inaccessible areas like hilly tracks, isolated tribal packets and other areas with natural barriers etc. where normal EGS centres cannot be opened special attention to be paid. The mini EGS/AIE centres of special category to be opened. Residential AIE centres at the cluster, GP/block headquarters to be opened as per requirement. For out state migrant families we have so far opened 5 centres in Andhra Pradesh at Hyderabad. This year 20 such school have opened at Raipur in Chhatisgarh state.
- Following strategies to be taken up to provide access to the 'hard to reach children'.
  1. Residential AIE centres
  2. Mini-EGS centres where less than 20 children are available.
  3. Bridge courses, Summer Camps will be opened.
  4. Mobile schools
  5. Camp schools at work place of labourers, factories etc.

- **Strategies for older children :**

- For older children within age group of 11-14 the strategies for opening of residential Adolescent girls camp AIE centres are adopted. For the boys within said age group bridge courses along-with formal syllabus they are given lessons on vocational courses, family life education, empowerment etc. For the boys within said age group bridge course centres are opened.
- In Orissa, trouble is faced to enrol elder children. They themselves, also do not show interest to enter into schools. They are either drop outs or non-starters. In case of girl child there is no motivation from parents due to social and superstitious concerns. Some parents especially in tribal community plan to get their children married even at this age. Both girls and boys become assets to family economy and are engaged in domestic works like sibling care, rearing domestic animals, collecting fire woods and other forest produces. So there is greater resistance to bring elder children to school. In order to solve problems motivational camp for the parents of those children will be organised.

- There is proposal to take up separate step in 4 cities of the State. Rourkela, Berhampur, Cuttack and Bhubaneswar to plan for urban deprived children including children of religious minority communities. Two such AIE centres for religious minority communities are now functioning at Cuttack city.

- The number of schools with PTR between 60:1 and 80:1 and those with PTR above 80:1 is given below.

District-wise number of schools with PTR > 60

District	No. of School with PTR between 60 to 80	No. of School with PTR above 80
Angul	117	85
Balesore	316	235
Bargarh	160	116
Bhadrak	262	266
Bolangir	226	164
Boudh	70	47
Cuttack	206	93
Deogarh	20	7
Dhenkanal	157	114
Gajapati	102	74
Ganjam	334	243
Jagatsinghpur	125	108
Jajpur	144	105
Jharsuguda	43	23
Kalahandi	212	154
Kandhamal	72	28
Kendrapara	201	206
Keonjhar	221	161
Khurda	120	39
Koraput	128	54
Malkangiri	98	48
Mayurbhanj	258	166
Nawarangpur	215	216

Nayagarh	163	118
Nuapada	72	52
Puri	159	115
Rayagada	154	112
Sambalpur	125	91
Sonepur	78	56
Sundergarh	226	164

The State Government with support from SSA has already decided to provide 25336 additional teachers (para teachers), which will ameliorate the situation.

- Since the minimum age of admission in grade-I in the state schools is 5+, there is no reported incidence of underage children in grade-I.

## 2. Mobilization, Attendance, Completion and databases for Planning.

### Social Mobilization:

- Massive social mobilization programmes like NINAD-I & II, SCHOOL CHALA ABHIYAN – 2003 have been conducted touching each and every habitation including those in extremely remote rural, tribal and hilly pockets followed by locality specific awareness programmes by VECs. These programmes have aroused quite a large number of demands for primary education.

Programmes are now being chalked out to focus the specific difficult to reach areas to enhance the demands of education in these area which include orientation and involvement of (i) Community Leaders, (ii) Women Groups, (iii) Village Education Committees, (iv) Youth Activists and (v) PRIs.

- To activate the VECs, they have been categorized into three types: Active VECs, average performing VECs and weak VECs. Three types of training modules each of 3-days duration basing on specific needs of each type has been developed. The training is provided on the site with a participatory mode to enhance their involvement in school activities.
- Further exposure visits are being arranged for weak VECs to the model schools for on-site interaction with good VECs, which will have an exhibition-effect and lead to bolstering up of the motivation of indifferent & weak VECs.
- OPEPA has launched a web based monitoring system, where block level and district level monthly and quarterly progress is to be monitored. The BRCC has to fill up certain formats-cluster wise and school wise in the web based system. In this system, the school wise attendance will be monitored. A Sample copy of the format is attached for reference.
- The School wise Cohort study for all the primary school of DPEP district was conducted in 2001-2002. Accordingly the school wise rating on the basis of the completion Rate was made and provided to the BRCCs and CRCCs for special focus to the weaker schools.

- The school wise Cohort study for all 30 districts was done in 2002-2003. Accordingly, the school wise efficiency calculated and will be shared with schools by end of the November.

### 3. **Equity and Quality:**

#### **Classroom processes with focus on 'learning' :**

There has been a distinct shift in thinking and approach towards classroom processes. Teaching is giving way to learning of children. The concept of activity-based learning has been an inalienable component of all training and orientation programmes of DPEP/SSA like those of VEC, MTA, PRIs etc. It has gained wide acceptance and is being adopted in all schools of the state.

The monitoring and supervising personnel at the district and sub-district levels like D.I.s of Schools at the district level, S.I.s of Schools and BRC Coordinators at the block level, CRC Coordinators and Headmasters have been provided intensive orientation on the processes and para-meters of quality education at primary/elementary level. Job charts for these officials have included the importance of quality monitoring. Accountability for learning by all children is being worked out at present.

#### **Equity issues in quality of learning :**

While reduction of gender and social category gaps in learning achievement is being pursued through specific interventions, attempts are being made to reduce the number levels of learning achievement with the target of attainment of mastery level by almost all children. The major efforts in this direction made through DPEP are :

- Conducting unit tests at regular intervals and taking remedial care of poor performers after each testing.
- Common annual examinations at the district level have been introduced since last two years to have a comparison of school effectiveness. The extent of poor learners are ascertained at cluster and block levels and during summer vacations remedial measures in terms of extra coaching are being provided at different places.
- Sharing the results with parents after each test and after the annual examinations is being insisted in each school to ensure parental support and concern for children's achievements.
- In classroom transactions, learning in group situations through activity methods are being made a regular feature. The grouping of children is heterogenous so that along with teachers' efforts, peer support becomes possible to enhance the performance of poor learners.

#### **Decentralization of efforts for Quality Education :**

Attempts have been made to decentralize the concerns of quality education from the state-district-block-cluster levels to the parents and community levels.

### **Parental Involvement :**

Specifically parents are getting more and more involved in educational activities in the schools of their children.

- Constitution of PTAs have become mandatory and have been constituted in all primary schools of the State.
- In several schools, parents are joining the students in preparation of teaching-learning materials.
- In every monthly meeting of PTA, the issues related to progress in learning of children are discussed.
- The results of unit tests, half yearly and annual examinations are shared with parents.

### **Issue of Minority Language :**

To bridge the gap between school and home language of children with different spoken language than the language of instruction particularly those of tribal communities has been engaging the attention of Orissa DPEP. Significant efforts made in this aspect are :

- Bi-lingual primers in six tribal dialects have been developed and are used as textbooks in class-I in schools having 100% tribal children and as supplementary material in other schools where such children are reading with children of other categories.
- Picture dictionaries in tribal-oriya in the six tribal dialects have been developed to be used both by students and non-tribal teachers.
- Teachers' handbooks, conversation charts, contextual teaching-learning materials have been developed to help non-tribal teachers for effective classroom transactions.

### **DIET-BRC-CRC Linkage :**

DIETs of the State have now been entrusted with the management of teacher training of the district. This has facilitated them to orient the teachers on activity-based approaches through extensive use of contextual materials. •

- Several DIETs have made collections of folk lores, folk songs, local traditions which are being used in teacher training programmes. They have also conducted short projects and action researches on issues confronted in the local context.
- Training programmes conducted in the state are of two types. One short-term (around 7-days duration) general round of training common to all teachers addressing common requirements. The second type of training consists of very short duration (one to three days) training on topics/themes which cater to the specific needs of the teachers at the cluster or block levels.
- At present the BRC-CRC link has very informal linkage with DIETs. After the DIETs were entrusted with planning and implementation of teacher

training programmes in the district the DIET-BRC-CRC linkages is getting stronger and is likely to take up work at upper primary level.

### **Monitoring and Evaluation:**

- Besides the structure of CRC-BRC and S.I.s of Schools, quality monitoring is further strengthened by involvement of DIET faculty members, DRG and BRGs. Regular monthly sharing meetings at cluster and block levels ensures quality aspects to some extent.
- Induction training for para-teachers is of 30-days duration and after this they shall be included in the training programmes meant for regular inservice teachers (i.e. 20-days a year). CRCCs, BRCCs, BRGs are beginning to provide regular academic support. Presently a plan is being worked out to link DIETs for the purpose.
- For continuous and comprehensive evaluation of learners achievement, two major strategies have been adopted in Orissa.
- Unit test in every curricular subject area are being conducted at regular intervals.
- Anecdotal records are being maintained for each students indicating qualitative aspects of learning.
- Common Primary School Annual Examination is being conducted for classes-I to V in all schools of the state with question-cum-answer sheets developed at the district levels.
- The results of each test/examinations are shared with the students and their parents.

## **4. Project Management**

### **Convergence in Management:**

- Steps have been taken for convergence with the mainstream educational administration, with the implementing personnel at the State, District and Sub-District levels. Some of the definitive steps are:
- An Organisational Restructuring Committee for restructuring the various agencies and Directorates of the School & Mass Education Department with support from DFID has submitted a report, which is under active consideration of the High Level Committee of the State Government. This has recommended for taking concrete steps at the block, district and state levels with inbuilt convergence among the mainstream educational administrative institutions and State Implementing Society.
  - It has been decided to recruit BRCCs from among the Level-III of Elementary Education Cadre of the State which makes the posts of BRCCs and S.I.s inter transferable removing the earlier incompatibility at the block levels.
  - The SCERT and DIETs have been entrusted with total teacher training programmes of DPEP and SSA thereby ensuring their total involvement with SIS.



### Autonomy of District Teams:

- Each district has a District Project Team headed by the District Collector as Chairman and with District Project Coordinator as the executive head which includes all educational other Government officials and non-Government members. The team enjoys full autonomy in planning, implementation and monitoring within the broad parameters of DPEP and SSA.
- A Block Level Planning and Coordination Committee has been constituted in each block of the state headed by the D.I. of Schools of the respective education district with senior most BRCC as to member convenor. These shall be 2 women representative, 2 teacher representative, 1 representative each from VECs and MTAs of the schools in the block and the CDPO of the ICDS.

This committee shall plan and monitor all educational programmes along with making necessary procurement for the activities relating to DPEP/SSA.

### Interfaces with PRIs:

- The State Government has already vested all powers of management of elementary education of the district with the Zilla Parishads.
- The members of PRIs have been included in the VECs of regular formal schools as well as those of EGS.
- PRIs in the State have been oriented on the objectives of SSA and their involvement in universalisation of Elementary Education in their localities.

### 5. Status of Programme Implementation:

- Detailed, intervention-wise physical achievements have been given in the Part-II report.

### Status of fund release and expenditure:

#### DPEP-II (which come to a close on 30.6.2003)

EFC Approved Cost	Funds Received		Total Funds Received	Expenditure
	Government of India	Government of Orissa		
22975.08	19300.48	3405.96	22706.44	22975.89

#### DPEP – II (Expansion) Funds Received:

EFC Approved Cost	Funds Received		Total Funds Received	Expenditure
	Government of India	Government of Orissa		
31380.30	5543.67	441.18	5984.85	3941.80

## **6. Three Important Achievements since the last JRM.**

- Provision of EGS to the unserved habitations has been extended from 8300 centres before the last JRM to 15534 numbers of EGS Centres as on 30.10.2003 with enrolment in these centres going up to 527458 from 255588 during this period.
- Teachers' training has made a quantum jump since the last JRM. 19278 regular teachers in 8 Expansion districts have been provided with 7 days training. All the teachers shall be covered in this programme by end of November 2003.
- Eight activity-based textbooks for Class-VI have been developed as a logical extension of DPEP Orissa's efforts in development of activity-based textbooks for primary classes.

## **7. To accelerate the change in the quality of classroom transaction, the following steps have been identified & decided to be enforced.**

- Clear-cut time-based targets in terms of MLL milestones need to be defined for school in each cluster and block.
- Teacher rationalization with clear accountability for student development.
- Community empowerment for involvement in and continuous monitoring of school activity need to be made functional.
- Continuous academic support system as well as share of good practices with cross-districts and State visits to be made.

## **8 Three Important Problems:**

- Lack of timely flow of funds from Government of India & State Government.
- Large-scale drop-out of tribal children due to socio-economic compulsions.
- Lack of accountability of teaches to the VEC & PRI institutions.

## RAJASTHAN

The objective wise states specific informations and analysis is given below :-

### *1 Enrolment, Retention, Completion and Equity -*

#### **1.1 Has universal physical access been achieved? If not, what is the gap? Any major constraints in achieving this goal?**

- The universal physical access has been achieved in all the DPEP district as per norms. Before the launching of DPEP, there were large number of habitation, without school facility within 1 km distance. The district wise GAR was low. During last 3.5 years of project period, school facility in the form of Rajeev Gandhi Swarn Jayanti Pathshala, Alternative Schools and short duration courses have been provided. This improved the access in all the DPEP districts. The GAR at State level improve from 78.20 in 1999-2000 to 93.32% in 2002-03. GAR of all DPEP districts also improved which is shown in the following table. Now only the small habitations also with less then 100 population are without school facility. In such habitation shiksha Mitra Kendra have been started. The district wise details showing the improvement in Access is shown in the following tables –

#### **Position of Access**

S.NO.	Name of District	BASE LINE YEAR			Midterm assessment year 2002-03		
		Total No. of Habitation	No. of Habitations with school facilities	GAR	Total No. of Habitation	No. of Habitations with school facilities	GAR
	<b>PHASE I</b>						
1	ALWAR	6385	5865	91.86	6385	6235	97.65
2	BHILWARA	1567	1417	90.43	1743	1743	100.00
3	JHALAWAR	1448	978	67.54	1595	1546	96.93
4	JHUNJHUNU	1572	1272	80.92	1572	1572	100.00
5	KOTA	899	720	80.09	899	899	100.00
6	NAGOUR	2111	1437	68.07	2111	1957	92.70
7	SIKAR	899	720	80.09	1582	1582	100.00
8	SIROHI	468	402	85.90	468	468	100.00
9	S. GANGANAGAR	2739	1604	58.56	2739	2152	78.57
10	TONK	1711	1057	61.78	1805	1753	97.12
	<b>TOTAL</b>	<b>19799</b>	<b>15472</b>	<b>78.15</b>	<b>20899</b>	<b>19907</b>	<b>95.25</b>

## PHASE-II

11	BHARATPUR	1869	1540	82.40	1869	1640	87
12	BUNDI	988	747	75.61	988	905	91
13	CHURU	893	853	95.52	893	880	98
14	DAUSA	1643	1495	90.99	1643	1567	95
15	DHOLPUR	1612	800	49.63	1612	1238	76
16	HANUMANGARH	1726	1423	82.44	1726	1670	96
17	JAIPUR	4737	3698	78.07	4737	4237	89
18	KAROULI	1374	1003	73.00	1374	1241	90
19	S. MADHOPUR	1162	968	83.30	1162	1154	99
20	TOTAL	16004	12527	78.27	16004	14532	90
	<b>GRAND TOTAL</b>	<b>35803</b>	<b>27999</b>	<b>78.20</b>	<b>36903</b>	<b>34439</b>	<b>93</b>

Note- Base year for phase-I 1997-98 and for phase-II 2001-02

- Hence, by the project efforts in last three years, we are able to cover all the habitations with the School Facility within 1 km. Distance and with in one Km. Distance short duration courses are provided as educational facilities.
- Only 21726 in Phase I and 7341 in Phase II Hardcore children are left to be enrolled. In the last four years about 26.7 lacs children have been enrolled either in PS or Alternative Strategies.
- The gap shown in the above table are such habitations which have less than 100 population and number of children are less than 15.
- The left out hard cases are of different categories and scatted through the district. So category wise strategies have been devise and are being implementing.

### 1.2 Is a mechanism in place for converging funds under different programmes of education department and other departments that have provision for school infrastructure grants? What are these?

- There is a well defined system of convergence with on going scheme in districts such as *Famine Relief Works, Food For Works, MP/MLA funds, PHED scheme, Collaboration with UNICEF, etc.*

### 1.3 What is the plan for ensuring universal coverage of drinking water and sanitation facilities in all primary schools? By when would this be possible?

- Drinking water facilities and sanitation facilities have been provided under DPEP phase I & II . LJP. Facilities have also being with convergence from UNICEF and other schemes of the districts as well as from PHED. Facilities have also being proposed under SSA and under various ongoing schemes in the districts. There is definite state policy to provide drinking water and sanitation facilities in all primary school by 2010.

### 1.4 Is there any mechanism of ensuring that funds for civil works are allocated on a need based prioritization of schools?

- There is a definite mechanism for allocation for civil works on a need based prioritization of schools. Infrastructure survey was carried out in each and every district to access the need for civil works in the schools. Prioritization of civil works activities has been done after taking demand from the community on the basis of following criteria –

- No. of children and teachers
- No. of girl children
- No. of SC/ST, Minority children
- Availability of land for building for building-less school
- Oldest school.

**1.5 How many schools, district-wise have PTRs between 60:1 and 80:1 and those with PTRs above 80:1? How is this situation proposed to be improved?**

- There are no school with 80 or 80:1 PTR in the state. As per norms all the primary schools has been provided with two teachers hence almost all the schools have PTR less then 60:1. The additional teacher on more then 40 children have been provided under projects.

**1.6 Are there a significant number of underage children in grade I. What is being done to address this?**

- In rural areas there are some underage children who are coming with elder brother and sisters in the schools where there is no anganwari center. Hence the no. of underage children coming to schools is not significant. To address this problem ECE centers are being opened with in the school campus where the 3-5 year age-group children read, write and play during the school hours. In all 1461 ECE centers opened in DPEP district. Secondly the anganwari workers are also being strengthened by providing 6 days training in pre schooling component. The anganwari worker and helper are being provided additional honorarium.

**1.7 What is the plan for conversion of EGS schools into formal schools? Is there a forward looking strategy for para teachers?**

- In the state Rajiv Gandhi Pathshalas run under EGS scheme. There is a definite state policy to convert these EGS centers into formal primary schools within next three years under SSA.
- There is definite state policy for para teachers carrier development. The para teachers are being given Rs. 200/- as annual increase on satisfactory services. The para teachers who were untrained are being provided opportunities to gate STC training through SIERT. The para teachers are being imparted induction and subsequent trainings every year. The para teachers will be give priority in the selection of Govt. teachers in primary schools.

**1.8 What is the age-wise assessment of number of out of school children (boys, girls)? Have disaggregated figures been analysed to locate blocks, panchayats and villages with a large number of out of school children? How are such areas being targeted? What is the projected out of school child population of children, age-wise by mid 2004?**

- 6-11 age-group out of school children in all the 19 DPEP districts are 43783 out of which boys are 16309 and the girls 27474. The district wise details are given in the following table.

S.N.	Name of District	Out of children	Enrollment Up to Sept.- 2003	Balance out of School children	Percentage of Enrollment
1	Alwar	80393	70778	9615	88.04 %
2	Bhilwara	38003	32785	5218	86.27 %
3	Jhalawar	21034	17991	3043	85.53 %
4	Jhunjhunu	97823	96497	1326	98.64 %
5	Kota	17999	17984	15	99.92 %
6	Nagaur	44110	42866	1244	97.18 %
7	Sikar	8590	7174	1416	83.52 %
8	Sirohi	6771	5661	1110	83.61 %
9	Ganganagar	16596	16135	461	97.22 %
10	Tonk	15936	15011	925	94.20 %
	<b>Phase - I</b>	<b>347255</b>	<b>322882</b>	<b>24373</b>	<b>92.98 %</b>
S.N.	Name of District	Out of children	Enrollment Up to Sept.- 2003	Balance out of School children	Percentage of Enrollment
1	Bharatpur	13989	12850	1139	91.86 %
2	Bundi	16040	10798	5242	67.32 %
3	Churu	29502	28803	699	97.63 %
4	Dausa	6547	5805	742	88.67 %
5	Dholpur	17571	17120	451	97.43 %
6	Hanumangarh	31584	31090	494	98.44 %
7	Jaipur	28796	26709	2087	92.75 %
8	Karauli	21293	19433	1860	91.26 %
9	Sawai Madhopur	13626	6930	6696	50.86 %
	<b>Phase - II</b>	<b>178948</b>	<b>159538</b>	<b>19410</b>	<b>89.15 %</b>

- On the basis of the analysis of figures it has emerged that the districts of Sikar, Sirohi, Jhalawar, Bhilwara, Alwar (Phase-I), S. Madhopur, Bundi and Dausa (Phase-II) have a large number of out-of-school children.

**1.9 List the groups of "hard to reach" children who are being addressed, the strategies and the numerical coverage. These could include children who migrate, adolescent girls, children working for wages or bonded laborers, street children etc.**

- The figures of these out-of-school children after further analysis were put into different categories linking them with suitable strategies for bringing them into the fold of education in the following ways –

<i>Categories of out of school children</i>	<i>Strategies/ Interventions used</i>	<i>Coverage</i>
<b>Due to migration</b>	Migratory Hostels, Identity cards for admission in a school at the place of migration.	6525
<b>Over age out-of-school children</b>	Bridge courses, Literacy centres	5700
<b>Severely Disabled out-of-school children</b>	Getting them Admitted in special schools for the disabled run by Govt. NGOs Running special camps for such children with a provision of specially trained para teacher.	925
<b>Due to Marriage</b>	AS/ Shiksha Mitra Centres / Bridge course/ Literacy Centres as per identification will meet the need of such children.	3535

The Category wise detailed table of the out-of-school children is given below :-

**District wise detailed classification of out-of-school children**

S.No.	Name of District	Due to migration	Over age out-of-school children	Severely Disabled out-of-school children	Due to Marriage	Due to Death	Others	Total
1	2	3	4	5	6	7	8	9
<b>Phase - I</b>								
1	Alwar	1916	1990	336	1256	104	320	<b>5922</b>
2	Bhilwara	900	1600	723	1066	11	0	<b>4300</b>
3	Jhalawar							<b>0</b>
4	Jhunjhunu	440	404	238	12	20	0	<b>1114</b>
5	Kota	1474	974	105	440	0	176	<b>3169</b>
6	Nagaur							<b>0</b>
9	Sri Ganganagar	312	200	195	66	8	183	<b>964</b>
7	Sikar	580	691	201	0	0	0	<b>1472</b>
8	Sirohi							<b>0</b>
10	Tonk	2390	238	182	0	28	495	<b>3333</b>
	<b>Total</b>	<b>8012</b>	<b>6097</b>	<b>1980</b>	<b>2840</b>	<b>171</b>	<b>1174</b>	<b>20274</b>

<b>Phase -II</b>								
11	Bharatpur	1263	769	240	708	40	1071	<b>4091</b>
12	Bundi	207	648	37	0	0		<b>892</b>
13	Churu	1467	883	250	1006	55		<b>3661</b>
14	Dausa	957	962	213	1018	79	686	<b>3915</b>
15	Dholpur	1719	1001	95		38	270	<b>3123</b>
16	Hanumangarh	1014	54	176	27	7	308	<b>1586</b>
17	Jaipur	623	1403	139	678	19	513	<b>3375</b>
18	Karauli	804	593	143	1326	64	231	<b>3161</b>
19	S. Madhopur	2107	2577	0	200	34	50	<b>4968</b>
	<b>Total</b>	<b>10161</b>	<b>8890</b>	<b>1293</b>	<b>4963</b>	<b>336</b>	<b>3129</b>	<b>28772</b>
	<b>Grand Total</b>	<b>18173</b>	<b>14987</b>	<b>3273</b>	<b>7803</b>	<b>507</b>	<b>4303</b>	<b>49046</b>

The projected out of school child population of 6-11 age-group will be ..... by mid 2004.

**1.10 What strategies are in place for elder children in the 11-14 year age group? Many states have had serious problems in inclusion of elder children. What is the experience of your state?**

- In order to cover the elder children in the 11-14 year age-group Bridge courses, Shiksha Mitra Centres and Mobile schools are in place.
- The social tradition of keeping the married girls at home and not allowing them to go out of house comes in the way of the coverage of such elder children of 11-14 year age group. Distance from home to school is also an obstacle in the case of such children, particularly girl children.
- Business with domestic/ bread earning activities at home/ work place does not allow such elderly children to attend school/AS.

**1.11 What specific steps have been taken to ensure greater participation of children of religious minorities? Is there a separate town/city level plan for all the major town/ cities in DPEP districts? Are these plans separately budgeted and monitored?**

- For children of religious minorities the strategy under the name of Madarsa Education has been started and the Madarsas run by the minorities are being provided with para teachers for teaching general subjects. We have a general plan under which the Madarsas spread all over the DPEP districts have been covered and strengthened with the provision of para teachers for whom separate budget has also been provided in the plan.
- At present 223 Madarsas with 15725 beneficiaries are being run under this strategy. This Madarsas are being monitored regularly through the incharges posted at SPO as well as DPO level.

**2. *Mobilisation, Attendance, Completion and databases for planning (planning, monitoring and management)-***

**2.1 In the assessment of the state, is social mobilisation adequate in every district? How is the mobilization process being made effective in disadvantaged and marginalized areas and groups e.g. scheduled caste and tribal areas, minority dominated areas, remote forest, hilly and border areas? What needs to be done to enhance the demand for education in such areas?**

- In the assessment of the state in social mobilization has been found adequate at the time of visits by JRM and other agencies. The GOR has also made adequate provisions for social mobilization under Shiksha Apke Dwar Campaign. For marginalized areas and groups e.g. scheduled caste and tribal areas, minority dominated areas, remote areas, the strategies such as personal contact through teachers/ SMC members, Mahila groups, MTAs, PTAs, PRIs. Teachers and Para Teachers have been adopted with effective results.
- Looking to the poor economic background of the people belonging to the disadvantaged groups, the input of skills development leading to vocations can enhance the demand for education in such areas.



**2.2 Areas that have the greatest need for community awareness and involvement are seen to be areas where institutions like VECs and school committees are that least active? What is being done to improve this situation?**

- Capacity building programmes are being run for the members of SMCs and BNSs. Financial powers have been given to SMCs and BNSs by providing budget for civil works directly to them. Monthly meetings are held regularly and the suggestion given by the members of SMCs and BNSs are given due weightage. The SMCs / BNSs members along with other local people are invited and given honour in functions organized in schools.

**2.3 Is attendance of children being monitored? How? What corrective action is taken at the school level and by the community? Is the arrangement satisfactory?**

- Attendance of children is being monitored regularly. A separate record of attendance is maintained and it is supervised by CRCF, BRCE, DPC, Nodal Officers placed at the SPO and the administrative officers made incharge of blocks under Shiksha Apka Dwar by District Administration (Collector).
- Regular attendance is monitored through "Toli Nayak" Scheme and by assigning responsibility of irregular children to teachers and SMC members.
- As per retention study conducted in the year 2002-03, the daily attendance of the children was found to be improved which is about 80%.

**2.4 What is the state's experience in attendance of children who have been mainstreamed from bridge courses? Are they able to cope with the learning requirement of higher classes? What problems have been identified in the successful retention of mainstreamed children?**

- The state's first hand experience is that the children who have been mainstreamed in classes IV to VI remain regular in attending the school. The children at the bridge courses are prepared in such a way that they are able to cope with the learning requirement of higher classes. Child marriage, distance from home to school, need for earning to supplement the income of the family and natural calamity like famine have been identified in the successful retention of mainstreamed children.

**2.5 Has a school-wise cohort analysis been conducted? How is it being used? Are schools being encouraged to look at their transition rates and reduce repetition and dropout?**

- No, school-wise cohort analysis has not been conducted.
- Yes. The school being encouraged to look at their transition rates and reduce repetition and dropout. In this connection a format has been issue to all the DPEP districts to monitor retention, repetition, dropout and transition rate.

**3. Learning and Quality -**

**3.1 Is the focus now squarely on outcomes like changed classroom processes and learning of children? How is this focus (as opposed to a routine monitoring of 'quality inputs') put in practice? How is the message of accountability for learning by all children being communicated and pursued?**

- Child friendly classroom under the name of Guru Mitra Classroom and the use of TLM have made classroom teaching joyful and pleasure giving. The class transaction

- is child centred and activity based. All the Schools have been provided with School Facility Grant with which the Guru Mitra Classes can be arranged and maintained.
- Similarly, every teacher/ para teacher is provided a Grant of Rs. 500/- per annum for preparing TLM to be used in the classroom teaching.
- Capacity Building Programmes are conducted through out of the year to cover each and every teacher/ para teacher and it has improved the classroom teaching techniques to a great extent.
- Accountability for learning by all children is being monitored through the newly developed structure in DPEP which has the provision of on the spot evaluation of quality transaction of the curriculum and academic support to be provided by the monitoring agencies of CRCF, BRCE, APC, DPC. The SRG, DRG and CRG also monitor the accountability for learning by all children.

**3.2 How clear is the understanding, how strong is the conviction about the nature of change being brought about in classrooms? Is the focus of all district and block, sub-block personnel clearly on learning of children?**

- Increase in enrollment and retention, involvement of community in school activities as well as teaching learning processes and improved completion rate along with increased attendance are some of the indicators which indicate clear understanding and strong conviction about the nature of change being brought about in classrooms.
- Yes. All the personnel at District, Block and Sub Block level have the focus on the learning of children as they have been groomed so through capacity building programmes, visits to state/ inter state places and mission mode message being delivered at the monthly meetings.

**3.3 Is the issue of equity in learning being addressed? What steps have been taken to ensure that poorly performing children get adequate attention in classrooms?**

- Yes.
- The input of techniques regarding equity in learning has been included in the training contents with the objective that the teachers after undergoing such trainings can ensure adequate attention in classrooms on poorly performing children.
- There is adequate thrust on multi grade and multi level teaching in the training programmes for teachers and para teachers.
- The measures adopted for reducing equity gap in learning are :
  - Unit Test
  - Remedial classes
  - Group teaching
  - Asking questions on equity basis with special focus on the poorly performing children and providing encouragement to such children even when they fail to supply correct answer to the questions.
- Involving poorly performing children in class activities.

**3.4 What is the extent of parental involvement in learning issues of their children?**

- The parental involvement in learning issues of their children is sought through the following measures :-
  - Active involvement of PTAs, MTAs and SMCs in school activities.
  - Monthly meetings of PTAs, MTAs and SMCs.

- Teachers having personal contacts with the parents to make them aware of their wards' academic progress and regularity in the classroom.
- Sending progress reports of all tests and terminal examinations to the parents and getting them back from them with their signature.

**3.5 Has there been adequate work on curriculum, textbook revision, teacher training in minority languages of instruction? How has the issue of learning of children with a mother tongue very different from the language of instruction been addressed?**

- Minority languages of instruction is not a issue in the state as Rajasthan is a Hindi speaking state.

**3.6 Has there been any comprehensive assessment of reading abilities of children in different grades at the primary level? Findings?**

- No. There has not been any comprehensive assessment of reading abilities of children in different grades at the primary level.

**3.7 Have individual DIETs taken up significant academic work for implementation for their districts e.g. introducing contextual elements in the curriculum through teachers' orientation, supplementary material for teachers and students that include the culture, folklore local traditions, socio-economic analysis etc. in areas that are differently situated/ peopled e.g. hilly and forest areas, ethnic minorities etc.?**

- No.

**3.8 Are teacher training uniform for the entire state?**

- Yes. Teacher trainings regarding duration, venue, contents are uniform for the whole state
- The in-service teachers are being imparted 9-Day- Induction Training followed by 6-Day- Subsequent Training.
- The para teachers are being imparted 30-Day- Foundation Training followed by content based 15-Day- Training.

**3.9 How strong and institutionalized are the linkages of BRCs and CRCs with DIETs and what is their (DIET\_BRC\_CEC) preparedness for taking up work at the upper primary level.**

- At present the linkages of BRCs and CRCs with DIETs are not very strong. However, efforts are being made to make them strong through capacity building programmes being conducted for the DIET personnel. The DIETs are also being provided with need based material support by DPEP to strengthen the linkages.

**3.10 What are the mechanisms in place for quality monitoring and following up on quality issues including learning of children for EGS and other alternative interventions.**

- A well defined monitoring system has been ensured at all levels.

- At state level monthly meetings are being held to monitor the progress.
- Programme officers have been entrusted with the responsibility of one or two districts for monitoring.
- In every District DRG and Cluster Resource Group have been constituted to monitor the quality and follow-up of the trainings.
- All the master trainers are regularly visiting the school to follow-up the trainings.
- The CRCFs are in place to provide academic support to each and every school/ EGS/AS center at least once a month.

**3.11 What is the duration of induction and recurrent training programmes for para teachers? What is the mechanism for regular academic support to them?**

- The durations of Induction and recurrent training programmes for the para teachers are 30 and 15-Days respectively.
- Monthly review meetings are held to review the work done and plan for the next month.
- 3-Day- TLM - Training is imparted to each and every para teacher to develop low cost TLM and use it properly.
- A grant of Rs. 500/- is provided to each and every para teacher for TLM preparation.
- Opportunities for sharing experiences with people working in schools/ASs in other districts/ States are provided to the para teachers through exposure visits.

**3.12 What major changes have been implemented in all schools relating to pupils' assessment? Do these changes further the overall vision of pedagogic change which is being pursued in the state?**

- Changes relating to pupils assessment are still in the process in the state.

**4. Project Management -**

**4.1 What changes have been made to ensure this convergence? What more needs to be done to achieve this integration?**

- The project administrative structure is looking after the academic work in DPEP districts. But the administrative work is being looking after by the concerning DEEO of the main stream and all the appointments, transfers and promotions are done by the concerning DEEO. The teachers in the projects are taken on deputation from the education department.
- The DEEO in the district and BEEO in the block has been made incharge of SSA from the convergence point of view.
- The structures – BRC and CRC created under project will be sustained under SSA as per the policy of the government.

**4.2 Are the district teams fairly autonomous? In there a functional and active block team? What is its composition? What kinds of decisions can it take?**

- Yes. All the decisions are taken by EC and GC at the state and district level.
- Yes. The block team is fairly functional and active looking after all the academic support and monitoring.

- The district teams is headed by DPC supported by APCs, Engineers, Accounts personnel and the supporting staff. The block team is headed by BRCF supported by RPs, JEN. and supporting staff.
- All the decisions regarding implementation of academic programme along with hiring of para teachers purchasing materials for their use, opening of ASs, ECE and civil works sanctions are taken by the district team under the guidance of EC chairman.

**4.3 What is the interface with PRIs with the programme at the district and block levels?**

- Due place has been given to PRIs in all the committees at the district, block and school levels. The Jila Pramukh of the concerning is the chair person in GC at the district level. Similarly, The Pradhan at the block level is the chair person in Block Committee. The school management committee (SMC), too, has equal importance of PRIs in its constitution. The surpanch / ward panch is the chair person in the SMC/BNS. There is sufficient involvement of PRIs in the selection of para teachers, opening of ASs, civil works and community mobilisation activities.

**5. Status of Programme Implementation -**

- **To assess the physical and financial progress made against the goals set at the time of commencement of programme.**  
Physical Progress - Annexed "A"  
Financial Progress – Annexed "B"
- **Status of fund releases from states and GOI.**  
Up to month of October 2003 funds from the GOI and GOR have been received as under –

(Rs. In crores)

Phase-I									
S.No.	YEAR	AWP&B	STATE SHARE AS PER PLAN (15%)	PROVISION IN STATE BUDGET	RELEASES BY STATE GOVT.	GOI SHARE AS PER AGREEMENT (85%)	GOI RELEASE	Total Releases (7+9)	EXP.
1	2	3	4	5	6	7	8	9	10
1	1999-2000	36.83	5.52	5.50	2.10	31.31	30.50	32.60	1.87
2	2000-2001	54.68	8.20	8.20	8.20	46.48	15.00	23.20	35.60
3	2001-2002	118.82	17.82	8.00	8.00	101.00	65.00	73.00	73.40
4	2002-2003	108.92	16.34	14.00	11.60	92.58	59.00	70.60	67.58
5	2003-04 up to Oct.	143.60	21.54	12.50	0	122.06	60.00	60.00	70.92
	<b>Total</b>	<b>462.85</b>	<b>69.43</b>	<b>48.20</b>	<b>29.90</b>	<b>393.42</b>	<b>229.50</b>	<b>259.40</b>	<b>249.37</b>

Phase-II									
S.No.	YEAR	AWP&B	STATE SHARE AS PER PLAN (15%)	PROVISION IN STATE BUDGET	RELEASES BY STATE GOVT.	GOI SHARE AS PER AGREEMENT (85%)	GOI RELEASE	Total Releases (7+9)	EX
1	2	4	5	6	7	8	9	10	11
1	2001-2002	49.33	7.40	0.00	0.00	41.93	25.00	25.00	10.00
2	2002-03	106.18	15.93	12.50	13.05	90.25	54.00	67.05	67.50
3	2003-04 up to Oct	113.31	17.00	12.50	0	96.31	40.00	40.00	51.25
	<b>Total</b>	<b>268.82</b>	<b>40.32</b>	<b>25.00</b>	<b>13.05</b>	<b>228.50</b>	<b>119.00</b>	<b>132.05</b>	<b>129.75</b>

➤ **Comparison between actual expenditure and original budgeted amount and analysis of shortfalls in fund utilization.**

Comparison between the actual expenditure and original budgeted amount is available at **Annexed –"B"**

Reasons for short fall in fund utilization are as under –

1. Shortage of staff and delayed placement of staff/personnel.
2. Saving in consultancy, library books, work books, training, etc.
3. Saving due to competitive lower rates against the estimated costs.

The expenditure status has been improved for the last two months and the procurement of library books and work books is likely to be completed the next month i.e. December 2003.

6. **List 3 important achievements, in order of priority since the last JRM?**

1. Access – 95.25 percent habitations have been provided with schooling facilities.
2. Enrollment – 91.68 percent 6-11 age-group children have been enrolled in formal and Alternative Schooling Centers.
3. Retention – The retention rate has improved, reaching 84%.
4. Civil works – 90 percent targets have been achieved.
5. Quality Education – Quality Indicators have been prepared and circulated to the districts.

7. **Change in the quality of classroom transaction has been slow almost everywhere? What should be done to change this situation?**

- Teacher training programmes should be made more effective by introducing the element of active interaction in groups. The follow up programme regarding the training should be made effective by providing academic support to the teachers on the spot through demonstration lessons /micro teaching / multi grade multi level teaching, etc.
- Adequate focus should be laid on the use of TLM and work books along with teachers' hand books.

8. **List 3 most important problems that are hindering the achievement of UEE in your state?**

- Low female literacy rate
- Social traditions like child marriage, Parda system and keeping the girl children with in the house as a symbol of social tradition.
- Socio- economic conditions – Poverty, particularly in the rural areas and urban slums compels many parents to send their school going age children to work at farm, tea stalls, factories and other work places to supplement their income out of the wages they earn.

# District Primary Education Programme

Upto September, 2003

PHASE - I

S.No.	Name of Activities	Unit	Total Project Target (Phase-I)	Target 2003-04 (Phase-I)	Yearwise Achievement										
					2000-01	2001-02	2002-03	2003-04	Month April, 03	Month May, 03	Month June, 03	Month July, 03	Month Aug, 03	Month Sep, 03	Total
	<b>Community Mobilization</b>														
1	Bal Mela	Number	3177	1104	636	1161	1720	273	0		60	213	297	732	5092
2	Mahila Meetings	Number	4882	979	874	1048	1634	401	0		110	291	230	639	5227
3	Kala Jatha	Number	4001	1198	798	863	1076	404	0		107	297	177	831	4553
4	Formation of MTA	No. of MTAs		450		10753	7476	23	0		0	23	4	116	18395
	<b>Formal School</b>														0
1	School Facility Grant	No. of Schools	75590	18378	12691	16195	15973	18378	0	4856	5671	7851	706		82321
2	TLM to Teachers	No. of Teachers	215040	57581	34592	41795	47487	57581	0	20435	15600	21546	1753	37	240826
3	Library Grant to School	No. of Schools	16262	18378	2431	1086	150	228	0	3	0	225	0		4153
4	Additional Para teacher	No. of Teachers	2971	4825	0	0	247	148	0	148		0	0		543
	<b>Early Child Education</b>														0
1	Opening of ECE centers	No. of Helpers	700	0	0	219	1475	791	579		212	0		0	3276
2	Additional Honorarium to AWW (Month)	No. of Workers	32162	12480	4621	9095	1E+05	4160	1040	1040	1040	1040	1040	42507	171208
3	Additional Honorarium to AWW Helper (Month)	No. of Helpers	32162	12480	4617	9095	97260	4160	1040	1040	1040	1040	1040	41306	161638
4	Training of AWW	No. of Workers	32162	5974	1241	9472	16380	5203	5198		5	0		548	38047
5	Training of AWW Helper	No. of Helpers	0	6526	0	7604	7484	4593	4587		6	0		844	25118

<b>Education</b>													
1	Selection of GCM	No. of Motivators	573	314	0	481	871	167	167	0	0	0	0
2	Formation of Balika Manch	No. of Manch	7991	5278	46	12903	4297	5278	0	3000	2278	3120	30932
<b>Alternative Schooling</b>													
1	Opening of AS 6 hourly	No. of Schools	1743	862	70	644	292	9	0	7	2	0	1024
2	Opening of AS 4 Hourly	No. of Schools	712	134	0	45	705	0	0	0	0	0	750
3	Strengthening of Madrasas	No. of Madarasas	160	20	112	10	26	4	0	4	0	175	331
4	Bridge Course	No. of Bridge Courses	556	200	0	13	41	28	0	19	9	100	210
5	Mobile School	No. of Schools		11			10	11	0	0	11	12	44
6	Shiksha Mitra Kendra	Need Bases					635	62	0	52	10	11777	12536
7	Enrollment in Alternative Schooling	No. of Students		89536	9484	28345	51707	2460	0	2460	0		94456
<b>Training</b>													
1	Induction Training for Primary School Teacher	No. of Teachers	43148	154	11280	20981	5308	154	0	154	0	0	37877
2	Foundational Training for Para teachers	No. of Teachers	6653	3349	182	753	1032	2310	0	2310	0		6587
3	Refresher Training	No. of Teachers		33640			22627	12634	0	5141	6557	936	2556
4	Training of GCM	No. of Motivators	578	635	0	369	245	0	0		0	8	622
5	Training of Gender Sensatization	No. of Person	3604	20181	40	7879	2041	0	0		0	78	10038
6	Orientation of School Management Committee	No. of SMCs	201016	24015	32940	53988	18292	0	0		0		105220
<b>Integrated Education for Disabled</b>													
1	Organised Medical Camp	No. of Camps		84			15921	10	0	3	7	223	16164



**Physical Progress**  
**District Primary Education Programme**

Upto September, 2003

PHASE - II

S.No.	Name of Activities	Unit	Target of Project (Phase-II)	Target 2003-04 Phase-II	Yearwise Achievement								
					2001-02	2002-03	April, 03	3-May	June, 03	July, 03	Aug. 03	3-Sep	Total
	<b>Community Mobilization</b>												
1	Bal Mela	Number	49895	12582	979	10112	0		0	2496	2496	4105	20188
2	Mahila Meetings	Number	49895	12713	1096	10659	173		4	2408	2408	10261	27009
3	Kala Jatha	Number	49885	12714	1248	8951	0		470	3694	3694	6174	24231
4	Formation of MTA	No. of MTAs	14481	4358	961	10166	0		0	917	917	951	13912
	<b>Formal School</b>												0
1	School Facility Grant	No. of Schools	64746	15869	4253	9427	0		3803	3906	3400	206	24995
2	TLM to Teachers	No. of Teachers	180789	32710	5625	20712	0		7387	10950	8050	1971	54695
3	Library Grant to School	No. of Schools	23454	13287	0	0	0		0	0	-	-	0
4	Additional Para teacher	No. of Teachers	2600	2085	0	11	0			0	-	-	11
	<b>Early Child Education</b>												0
1	Opening of ECE centers	No. of Helpers	400	450	0	383	296		119	0			798
2	Additional Honnorarium to AWW (Month)	No. of Workers	357600	6177	0	59925	1592		2633	0	2986	18012	85148
3	Additional Honnorarium to AWW Helper (Month)	No. of Helpers	357600	6177	0	69192	1588		2502	0	2668	10433	86383
4	Training of AWW	No. of Workers	6960	4162	872	2410	2015		0	0	653	65	6015
5	Training of AWW Helper	No. of Helpers	6960	4162	0	3602	2117			0	886	127	6732

1	Formation of GCM	No. of Motivators	11	244	0	164	100						
2	Formation of Balika Manch	No. of Manch		3704	0	952	0			0	0	0	602
<b>Alternative Schooling</b>													0
1	Opening of AS 6 hourly	No. of Schools	536	225	0	292	0		0	16		305	614
2	Opening of AS 4 Hourly	No. of Schools	160	59	0	100	0		0	0		101	201
3	Strengthening of Madarasas	No. of Madarasas	185	77	0	33	12		0	0		48	93
4	Bridge Course	No. of Bridge Courses	1725	440	0	30	0		0	9		53	92
5	Mobile School	No. of Schools		10		9	0		0	1		13	23
6	Shiksha Mitra Kendra	Need Bases		0		961	0		0	1		693	1655
7	Enrollment in Alternative Schooling	No. of Students		32242	0	32242	0		0	0			32242
<b>Training</b>													0
1	Induction Training for Primary School Teacher	No. of Teachers	34960	0	5445	11888	0		1183	282			18798
2	Foundational Training for Para teachers	No. of Teachers	3440	801	0	749	0		0	0			749
3	Refresher Training	No. of Teachers		22985		7620	0	3245	3540	1698		1541	17644
4	Training of GCM	No. of Motivators	371	341	0	137	0			0		3	140
5	Training of Gender Sensatization	No. of Person	6060	1550	0	788	0			0		23	811
6	Orientation of School Management Committee	No. of SMC's	159291	10320	308	3871	0			0		3500	7679
<b>Integrated Education for Disabled</b>													0
1	Organised Medical Camp	No. of Camps	1329	651		8275	0		1	2		77	8355

**DPEP RAJASTHAN PHASE-I**  
**DISTRICT EXPENDITURES 2003-04**  
**DISTRICT : Consolidated**

(Rs. in lacs)

S.No.	Budget Head	Baseline Cost	Exp. 4/99 to 3/00	Exp. 4/00 to 3/01	Exp. 4/01 to 3/02	Expenditure 2003-04										% Exp. Of AWP&B 2003-04	Total Exp. Since inception
						Expenditure 4/02 to 31.03.2003	AWP&B 2003-04	Exp. April 2003	Exp. May 2003	Exp. June 2003	Exp. July 2003	Exp. Aug 2003	Exp. Sep. 2004	Exp. Oct. 2004	Total Exp. 2003-04		
1	CIVIL WORKS	9472.11	0.00	1734.64	3682.12	2436.67	1981.39	69.67	138.62	121.87	247.90	49.23	137.18	263.41	1027.88	51.88	8881.32
2	FURNITURE	455.64	6.41	28.57	118.85	44.98	136.85	0.01	4.00	0.00	0.49	0.30	0.00	0.02	4.81	3.52	203.62
3	EQUIPMENT	447.24	15.32	178.84	19.00	64.02	469.54	0.13	1.06	4.96	0.37	0.95	30.80	121.71	159.98	34.07	437.77
4	VEHICLE	428.38	0.00	0.00	36.33	51.59	83.69	1.08	0.50	2.74	3.21	0.86	9.12	4.23	21.74	25.98	109.66
5	BOOKS & LIBRARIES	518.69	0.00	82.81	43.19	5.12	197.67	0.03	0.35	0.82	0.99	1.13	1.48	6.85	11.65	5.89	142.77
6	CONSULTANCY	3779.30	0.00	10.15	184.17	407.49	852.07	22.88	27.62	51.21	42.89	41.50	53.22	40.31	279.62	32.82	681.42
7	RESEARCH& EVALUATION	333.50	41.51	10.11	55.93	18.21	30.78	0.49	0.11	0.24	4.59	0.25	0.98	0.72	7.37	23.96	133.12
8	TRAINING	5098.94	12.93	277.43	616.66	649.83	3133.85	24.40	40.59	105.60	62.49	58.94	58.40	63.83	414.25	13.22	1971.09
9	INNOVATION	174.00	0.00	4.13	10.35	17.06	35.00	1.22	0.97	1.12	0.22	0.66	0.62	9.46	14.27	40.78	45.82
10	AWARENESS	1048.00	5.51	59.60	126.60	164.48	414.99	11.98	17.82	14.12	14.83	28.54	24.00	38.63	149.92	36.13	506.10
11	SALARY	10006.38	84.74	576.98	1474.79	1707.45	5338.04	266.19	172.89	147.01	156.27	128.54	1248.52	1755.57	3874.98	72.59	7716.94
12	COSUMABLES	1684.40	19.07	70.47	201.38	237.14	382.57	7.80	13.45	23.69	19.92	22.26	22.40	14.33	123.84	32.37	651.91
13	T.L.M.	4575.24	0.00	489.95	596.34	680.87	458.82	141.88	135.60	142.32	64.45	42.26	66.43	119.47	712.40	155.27	2499.58
14	VEHICLES OP & MAINTANANCE	595.57	0.00	31.82	62.65	72.00	118.05	7.78	4.63	4.88	5.48	3.20	5.76	4.66	36.41	30.84	202.87
15	EQUIPMENT OP & MAINTANANCE	37.22	1.30	0.66	11.49	7.26	9.10	0.47	0.52	0.31	0.94	0.28	0.39	0.11	3.02	33.13	23.72
16	HONORARIUM	1790.47	0.00	24.07	101.05	193.68	717.59	4.16	18.57	50.62	32.05	24.91	34.54	84.46	249.32	34.74	566.12
	<b>TOTAL</b>	<b>40441.08</b>	<b>186.79</b>	<b>3560.23</b>	<b>7340.89</b>	<b>6758.46</b>	<b>14359.98</b>	<b>560.17</b>	<b>577.29</b>	<b>671.52</b>	<b>657.08</b>	<b>403.82</b>	<b>1693.81</b>	<b>2527.77</b>	<b>7091.46</b>	<b>49.38</b>	<b>24937.83</b>

H

**DPEP RAJASTHAN PHASE-II  
DISTRICT EXPENDITURES 2003-04  
DISTRICT : Consolidated**

(Rs. In lacs)

S.No.	Budget Head	Baeline Cost	Exp. 2001-02	Exp. 2002-03	Expenditure 2003-04										% Exp. Of AWP&B 2003-04	Total Exp. Since inception
					AWP&B 2003-04	Exp. April 2003	Exp. May2003	Exp. June 2003	Exp. July 2003	Exp. Aug 2003	Exp. Sep. 2004	Exp. Oct.2004	Total Exp. 2003-04			
1	CIVIL WORKS	9723.73	328.55	4363.94	4237.16	99.26	274.07	260.04	293.63	230.12	210.95	1.00	1369.07	32.31	6061.56	
2	FURNITURE	213.63	32.46	98.24	73.53	0.25	1.29	0.28	0.07	0.00	-0.05	0.13	1.97	2.68	132.66	
3	EQUIPMENT	391.07	34.70	93.71	264.27	0.95	1.53	-0.15	9.22	3.02	1.22	1.04	16.83	6.37	145.24	
4	VEHICLE	239.40	0.03	17.55	47.56	0.38	0.76	1.31	1.47	1.57	2.52	5.06	13.08	27.49	30.66	
5	BOOKS & LIBRARIES	4473.96	0.03	0.29	604.39	0.00	0.03	0.00	0.00	0.00	4.04	10.49	14.55	2.41	14.87	
6	CONSULTANCY	3112.46	109.85	358.58	637.78	33.56	32.37	26.53	33.25	27.96	37.75	62.17	253.60	39.76	722.02	
7	RESEARCH& EVALUATION	612.35	10.18	12.47	31.30	0.80	0.24	0.11	0.13	0.18	4.65	6.27	12.36	39.50	35.01	
8	TRAINING	4286.37	68.24	375.32	948.18	14.51	16.80	27.19	35.56	26.52	26.47	39.46	186.50	19.67	630.06	
9	INNOVATION	116.00	0.04	7.45	37.45	0.01	0.00	0.27	0.00	0.22	1.93	0.05	2.47	6.60	9.97	
10	AWARENESS	2533.74	25.38	288.24	1022.95	20.16	33.12	13.93	57.71	43.68	41.00	57.69	267.28	26.13	580.91	
11	SALARY	5891.83	128.81	560.15	2418.44	114.16	79.96	72.22	89.66	71.99	451.56	1057.95	1937.48	80.11	2626.44	
12	COSUMABLES	1107.15	35.44	114.48	274.73	8.64	22.00	9.69	9.50	9.88	10.86	23.85	94.40	34.36	244.32	
13	T.L.M.	2184.81	222.07	369.67	545.26	71.46	63.85	28.32	107.18	31.69	62.60	110.41	475.51	87.21	1067.24	
14	VEHICLES OP & MAINTANANCE	392.40	5.96	47.22	91.63	2.51	2.96	3.81	3.82	3.72	3.52	4.06	24.39	26.62	77.57	
15	EQUIPMENT OP & MAINTANANCE	27.83	0.00	1.12	4.20	0.00	0.10	0.17	1.59	0.56	0.17	0.00	2.59	61.68	3.71	
16	HONORARIUM	1934.88	1.46	46.46	92.30	3.99	18.70	4.18	6.47	2.67	5.84	10.62	52.46	56.84	100.39	
	<b>TOTAL</b>	<b>37241.59</b>	<b>1003.19</b>	<b>6754.69</b>	<b>11331.15</b>	<b>370.83</b>	<b>547.78</b>	<b>447.89</b>	<b>649.24</b>	<b>453.78</b>	<b>865.01</b>	<b>1814.02</b>	<b>4724.55</b>	<b>41.70</b>	<b>12482.63</b>	

## UTTAR PRADESH

ISSUES	QUESTIONS	RESPONSES
<p><b>1. Access, enrolment, school infrastructure and teacher' deployment:</b></p> <ul style="list-style-type: none"> <li>Progress towards universalizing physical access as per norms at the primary level and planning for upper primary stage</li> </ul>	<p>1.1. Has universal physical access been achieved? If not, what is the gap? Any major constraints in achieving this goal?</p>	<ul style="list-style-type: none"> <li>After DPEP interventions, gap of 3111 primary schools and 5353 upper primary schools existed. These new schools have been provided under SSA in the year 2003-04. Thus, as per State norms 300 population, 1.5 Km. distance for primary school and 800 population, 3 Km. distance for upper primary school, all unserved eligible habitations have been provided access. Besides, 6020 EGS centres, 1860 AIE (Primary), 1774 AIE (Upper Primary) &amp; 8432 Bridge Courses have been provided under SSA in the year 2003-04. Thus presently, there are no gaps.</li> <li>In urban slums, land is not available to open new school.</li> </ul>
<ul style="list-style-type: none"> <li>Convergence of funds for school infrastructure, including drinking water and sanitation facilities</li> </ul>	<p>1.2. Is a mechanism in place for converging funds under different programmes of education departments that have provision for school infrastructure grant ? What are these?</p>	<ul style="list-style-type: none"> <li>Convergence for school infrastructure was established with SRY/JRY/PMGY/Panchayati Raj.</li> <li>Convergence for hand pumps is being established with the Rural Development Department.</li> <li>Convergence has been forged with ICDS for ECCE progress, with Health Department for School Health Checkup and with Handicapped Welfare Department for IED.</li> </ul>
<ul style="list-style-type: none"> <li>Assessing requirements for additional teachers or their redeployment</li> </ul>	<p>1.3. What is the plan for ensuring universal coverage of drinking water and sanitation facilities in all primary schools? By when would this be possible?</p>	<ul style="list-style-type: none"> <li>5853 primary schools are without drinking water facility and 42492 primary schools without toilets. Provision built in AWP&amp;B each year under SSA.</li> <li>Besides, convergence is being established with Rural Development Department / Panchayati Raj Departments.</li> </ul>

		<ul style="list-style-type: none"> <li>By 2007, it is expected that all schools will have drinking water facility &amp; toilets.</li> </ul>						
<ul style="list-style-type: none"> <li>Assessing the progress towards universal enrolment and projections for the next one year</li> </ul>	1.4. Is there any mechanism of ensuring that funds for civil works are allocated on a need based prioritization of schools?	<ul style="list-style-type: none"> <li>Need based assessment is done to find the requirement of civil work each year.</li> <li>Keeping the civil work ceiling of 33%, interventions for civil work are built in AWP&amp;B.</li> <li>Prioritization of schools is done on basis of EMIS data. Main factor is enrolment in schools.</li> </ul>						
<ul style="list-style-type: none"> <li>Assessing progress towards inclusion of 'hard to reach children'</li> </ul>	1.5. How many schools, district-wise have PTRs between 60:1 and 80:1 and those with PTRs above 80:1? How is this situation proposed to be improved?	<table border="1"> <thead> <tr> <th>PTR</th> <th>No. of Schools</th> </tr> </thead> <tbody> <tr> <td>60:1 to 80:1</td> <td>18339</td> </tr> <tr> <td>Above 80:1</td> <td>32867</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>State Government is recruiting 20692 teachers.</li> <li>25189 teachers and 68199 Shikha Mitras have been provided under SSA during 2002-03 &amp; 2003-04.</li> <li>The above measure will improve the PTR situation.</li> </ul>	PTR	No. of Schools	60:1 to 80:1	18339	Above 80:1	32867
PTR	No. of Schools							
60:1 to 80:1	18339							
Above 80:1	32867							
	1.6. Are there a significant number of underage children in grade I. What is being done to address this?	<ul style="list-style-type: none"> <li>In grade I there are 21.3 % children below 6 years.</li> <li>Admission of under age children is discouraged.</li> <li>No. of ECCE centres are being increased. Besides, ECCE centres have been shifted to primary school campus, which has been very effective.</li> </ul>						
	1.7. What is the plan for conversion of EGS schools into formal schools? Is there a forward looking strategy for para-teachers?	Under SSA, there is provision of upgrading EGS centre in to formal primary school An assessment of EGS centre will be done and need based EGS centres may be upgraded in coming years. Priority to places where EGS has been opened due to inaccessibility due to geographical barriers only there conversion into formal schools is being taken up as a strategy.						
	1.8. What is the age-wise assessment of number of out of school children	1. No. of out of school children identified through House Hold Survey, which was conducted in May, 2003.						

	<p>(boys, girls)? Have disaggregated figures been analysed to locate blocks, panchayats and villages with a large number of out of school children? How are such areas being targeted? What is the projected out of school child population of children, age-wise by mid 2004?</p>	<table border="1"> <thead> <tr> <th></th> <th>Boys</th> <th>Girls</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>5-6 years</td> <td>961322</td> <td>845277</td> <td>1806599</td> </tr> <tr> <td>6-11 years</td> <td>586437</td> <td>569009</td> <td>1155446</td> </tr> <tr> <td>11-14 years</td> <td>546664</td> <td>550834</td> <td>1097498</td> </tr> <tr> <td><b>Total</b></td> <td><b>2094423</b></td> <td><b>1965120</b></td> <td><b>4059543</b></td> </tr> </tbody> </table> <p>Out of these, 35 lakh children have been enrolled till 30th September, 2003.</p> <ol style="list-style-type: none"> <li>Disaggregated figures have been analyzed - district wise, block wise, cluster wise &amp; village wise.</li> <li>Child wise entry is also being done.</li> <li>Pockets with large no. of 'Out of School' children have been targetted. New 6020 EGS, Besides, 3634 AIE centres, 8180 Bridge Courses have been provided under SSA. 252 residential camps being planned. Site selection has been almost completed. Out of these 252 residential bridge courses are being started for adolescent girls.</li> </ol>		Boys	Girls	Total	5-6 years	961322	845277	1806599	6-11 years	586437	569009	1155446	11-14 years	546664	550834	1097498	<b>Total</b>	<b>2094423</b>	<b>1965120</b>	<b>4059543</b>
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	<p>1.9. List the groups of "hard to reach" children who are being addressed, the strategies and the numerical coverage. These could include who migrate, adolescent girls, children working for wages or bonded labourers, street children etc.</p>	<table border="1"> <thead> <tr> <th colspan="2">Reasons</th> </tr> <tr> <th colspan="2">No. in lakhs</th> </tr> </thead> <tbody> <tr> <td>Domestic Work</td> <td>12.25</td> </tr> <tr> <td>Labour</td> <td>2.81</td> </tr> <tr> <td>Sibling Care</td> <td>8.15</td> </tr> <tr> <td>In Accessibility</td> <td>3.48</td> </tr> <tr> <td>Other Reason</td> <td>13.90</td> </tr> <tr> <td><b>Total</b></td> <td><b>40.59</b></td> </tr> </tbody> </table>	Reasons		No. in lakhs		Domestic Work	12.25	Labour	2.81	Sibling Care	8.15	In Accessibility	3.48	Other Reason	13.90	<b>Total</b>	<b>40.59</b>				
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	<p>1.10. What strategies are in place for elder children in the 11-14 years age groups? Many states have had serious problems in inclusion of elder</p>	<ul style="list-style-type: none"> <li>New upper primary schools for unserved habitations (800 pop., 3 Km. distance). 5353 provided under SSA in 2003-04.</li> <li>252 Residential camps are being organised for SC/ST</li> </ul>																				

	<p>children. What is the experience of your state?</p>	<p>girls.</p> <ul style="list-style-type: none"> <li>• 700 Meena Manch have been formed for elder girls at upper primary level.</li> <li>• SUPW has been started for girls in upper primary schools to learn life skills.</li> <li>• Life skills curriculum has been incorporated in upper primary curriculum.</li> <li>• Alternative Education Centres (Upper Primary) 1774 AIE (Upper Primary) have been provided during 2003-04 under SSA. The strategy is new one. Feedback will be available after implementation over one year.</li> </ul>
	<p>What specific steps have been taken to ensure greater participation of children of religious minorities? Is there a separate town/city level plan for all the major town/cities in DPEP districts? Are these plans separately budgeted and monitoring?</p>	<p>Children of religious minorities are targetted in formal schools and AIE Centres. Maqtab / Madarsas have been strengthened under AS programme. This has been found very successful.</p>

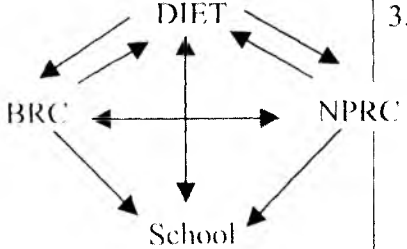
<p><b>2. Mobilisation, Attendance, Completion and databases for planning</b></p> <ul style="list-style-type: none"> <li>• To assess if strategies for social mobilization have been effective, especially in backward areas and among marginalized groups</li> </ul>	<p>2.1 In the assessment of the state, is social mobilization adequate in every district? How is the mobilisation process being made effective in disadvantaged and marginalized areas and groups e.g. scheduled caste and tribal areas, minority dominated areas, remote forest, hilly and border areas? What needs to be done to enhance the demand for education in such areas?</p>	<ul style="list-style-type: none"> <li>• Activities of social mobilization like Kala Jatha on standard scripts, Ma-Beti Mela, Meena Campaign are being focused in identified areas where there is a large number of out of school children from SC/ST and minority groups.</li> <li>• 252 SC/ST Residential camps are being planned to tackle their specific problems.</li> </ul>
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<ul style="list-style-type: none"> <li>Monitoring of children's attendance and follow-up action, including children mainstreamed from bridge courses and other alternatives</li> </ul>	<p>2.2 Areas that have the greatest need for community awareness and involvement are seen to be areas where institutions like VEC's and School Committees are the least active? What is being done to improve this situation?</p>	<ul style="list-style-type: none"> <li>In clusters, which have comparatively higher dropout, especially of girls and SC/ST and minority children. VEC carries out retention marches. Houses of irregular children are marked and irregular children are marked with different coloured ribbons.</li> <li>VEC's constituted &amp; being tackled.</li> </ul>
<ul style="list-style-type: none"> <li>Assessment of information relating to completion rates and its effective utilization</li> </ul>	<p>2.3 Is attendance of children being monitored? How? What corrective action is taken at the school level and by the community? Is the arrangement satisfactory?</p>	<p>Attendance of children is being monitored in selected clusters. Children are marked red, and green if they are irregular and regular respectively. VEC is involved in carrying out retention marches.</p>
<ul style="list-style-type: none"> <li>Up dating of habitation level databases and their regular utilization, reconciliation with school records.</li> </ul>	<p>2.4 What is the state's experience in attendance of children who have been mainstreamed from bridge courses? Are they able to cope with the learning requirements of higher classes? What problems have been identified in the successful retention of mainstreamed children?</p>	<p>Very few bridge courses ( No. 20 ) were conducted under DPEP-II. These bridge courses were very successful. No. of children enrolled was 1125. Out of these 1108 children were mainstreamed. No problems were felt in retention of mainstreamed children. Under SSA, 8432 bridge courses have been provided during 2003-04. These courses are in the process of opening.</p>
	<p>2.5 Has a school-wise cohort analysis been conducted? How is it being used? Are schools being encouraged to look at their transition rates and reduce repetition and dropout?</p>	<p>A detailed comprehensive cohort study has been undertaken by SCERT. Based on the findings of the study follow up action will be taken up.</p>

<b>3. Learning and Quality</b>		
<ul style="list-style-type: none"> <li>To assess if effective steps have been taken to ensure regular functioning of schools</li> </ul>	<p>3.1 Is the focus now squarely on outcomes like changed classroom processes and learning of children? How is this focus (as opposed to a routine monitoring of 'quality inputs') put in practice? How is the message of accountability for learning by ALL children being communicated and pursued?</p>	<p>Yes, the focus is entirely on the outcomes such as changed classroom etc. Academic enrichment of support group, viz. DIET Staff, BRC-C, NPRC-C and school teachers through various training programmes and physical strengthening of the schools has been carried out. A government notification ensures the accountability of all those persons who are related to the cause.</p>
<ul style="list-style-type: none"> <li>Assessment of the state's concern about change in the classroom processes of teaching-learning and learning levels of children</li> </ul>	<p>3.2 How clear is the understanding, how strong is the conviction about the nature of change being brought about in classrooms? Is the focus of all district and block, sub-block personnel clearly on learning of children?</p>	<p>Review of the curricula, development of new books, teacher guide, for primary as well as for upper primary, TLM aid to teachers, additional room, toilet, drinking water facilities, creation and mobilization of a highly devoted and efficient state resource groups (SRG), prescribing standard parameters for supervision and grading of schools are the pointers of the state's conviction. All these steps have their focus on learning upto the lowermost level (NPRC) to improve the learning process in the classroom. Roster training based on practice teaching has been organized for all teachers at primary level.</p>
<ul style="list-style-type: none"> <li>To assess if equity issues in quality and learning are being adequately addressed</li> </ul>	<p>3.3 Not given. 3.4 Is the issue of equity in learning being addressed? What steps have been taken to ensure that poorly performing children get adequate attention in classrooms?</p>	<p>Under privileged children are being provided with scholarships and free textbooks. Teachers at primary schools have been trained to undertake diagnostic and remedial teaching for those who are poor performers. NPRCC, BRCC and block mentors of DIETs are also doing the same when they go to schools for scheduled regular visit.</p>
<ul style="list-style-type: none"> <li>To understand if work on quality issues has been taken</li> </ul>	<p>3.5 What is the extent of parental involvement in learning issues of their children?</p>	<ul style="list-style-type: none"> <li>Involvement of villagers in Village Education committee (VEC/ WEC) and parents in Parent</li> </ul>

<p>up in a decentralized, differentiated manner.</p>		<p>- Teacher Associations (PTA) are the steps to decentralize the work on quality issues. Through VEC and community mobilization by support groups of SSA framework, the level of parental involvement shows continuous upward trend.</p> <ul style="list-style-type: none"> <li>• Linkage of NPRCs and BRCs with DIETs are adequate and orientation programme of existing BRCC and NPRC to prepare them to undertake the work at primary level is in the process.</li> </ul>
<ul style="list-style-type: none"> <li>• To assess the effectiveness of the functioning of BRC-CRCs especially their linkages with DIETs and their preparedness for taking up work at the upper primary level</li> </ul>	<p>3.6 Has there been adequate work on curriculum, textbook revision, teacher training in minority languages of instruction? How has the issues of learning of children with a mother tongue very different from the language of instruction been addressed?</p>	<ul style="list-style-type: none"> <li>• Yes, teachers appointed as Urdu teachers have also been imparted in-service teacher's trainings.</li> <li>• In U.P. the language of institution is generally Hindi. In schools where Muslim population is substantial, Urdu teachers have been provided who take care of Muslim students. Books are also printed in Urdu for these students.</li> </ul>
<ul style="list-style-type: none"> <li>• Are effective mechanisms in place for quality monitoring and follow-up for EGS and other alternative interventions</li> </ul>	<p>3.7 Has there been any comprehensive assessment of reading abilities of children in different grades at the primary level? Findings?</p>	<p>BAS was conducted in 1999. Now MAS has been completed for class II &amp; class V learners. Findings are available. There has been significant improvement in Language and Mathematics competencies.</p>
<ul style="list-style-type: none"> <li>• To assess the adequacy of the orientation programmes for para-teachers?</li> </ul>	<p>3.8 Have individual DIETs taken up significant academic work for implementation for districts e.g. introducing contextual elements in the curriculum through teachers' orientation, supplementary material for teachers and students that include the culture, folklore local traditions, socio-economic differently situated/peopled e.g. hilly and forest areas, ethnic minorities etc.?</p>	<p>Certain DIETs such as Gonda &amp; Saharanpur have conducted contextual workshops and have developed supplementary reading material for children, teachers and BRCC &amp; NPRCC.</p>

	<p>3.9 Are teacher training uniform for the entire state?</p>	<p>The same module and training pattern is being adopted for all the districts of the state. Training modules are 'Sabal' and 'Saadhan' for teachers and "Samarthan" and "Sabal" and 'Sankalp' are for BRCC, NPRCC and Head Masters respectively.</p>
	<p>3.10 How strong and institutionalized are the linkages of BRCs and CRCs with DIETs and what is their (DIET_BRC_CRC) preparedness for taking up work at the upper primary level</p>	<ul style="list-style-type: none"> <li>• Linkages between various agencies</li> <li>• The meeting of the teachers of upper primary school is going to start at BRCs in last week of the Nov.'03. Subjectwise modules have been developed. Teachers guides have been developed.</li> <li>• Pathak Manch and science labs at BRC/NPRC level are being developed for UPS teachers.</li> </ul>
	<p>3.11 What are the mechanisms in place for quality monitoring and follow-up on quality issues including learning of children for EGS and other alternative interventions</p> <p>3.12 What are the duration of induction and</p>	<ul style="list-style-type: none"> <li>• The same text books which are prescribed in formal schools are prescribed in EGS schools.</li> <li>• TLM have developed for AS centres.</li> <li>• Instructors of EGS are given one-month induction course and 15 days orientation each year.</li> <li>• District coordinators (AS) placed in each district They have been properly oriented.</li> <li>• BRC-NPRC coordinators provide academic support to EGS/AS centres.</li> <li>• On completion of curriculum, EGS/AS learners are mainstreamed in to formal schools.</li> </ul> <p>Induction training for para-teachers (Shiksha</p>

	recurrent training programmes for para teachers? What is the mechanism for regular academic support to them?	Mitra) is for 30 days & orientation training's duration is 15 days. The para-teachers also get all the training, which are meant for regular teachers. BRC/NPRC coordinators provide regular academic support to para-teachers.
	3.13 What major changes have been implemented in all schools relating to pupils' assessment? Do these changes further the overall vision of pedagogic change which is being pursued in the state?	A new comprehensive and continuous evaluation system was developed, trialled and introduced at primary classes I-V.

<p><b>4. Project Management</b></p> <ul style="list-style-type: none"> <li>To assess if effective steps have been taken to ensure complete convergence of the implementation arrangement with the mainstream educational administration</li> </ul>	2.1 What changes have been made to ensure this convergence? What more needs to be done to achieve this integration?	DPEP programme in U.P. has been implemented through mainstream education administrative structures. Arrangements are very well integrated. Divisional, districts and block level officers are the same. No parallel administrative structure has been created in DPEP. Project provides necessary inputs and strengthening of the mainstream institutions. Supporting project staff has been put under the control of mainstream education administrative officers. No problem has been felt in U.P.
	2.2 Are the district teams fairly autonomous? Is there a functional and active block team? What is its composition? What kinds of decisions can it take?	<ul style="list-style-type: none"> <li>Districts teams work under overall control of District Magistrate through Basic Shiksha Adhikari, who is district project officer. AWP&amp;Bs are prepared by the district teams. Funds are released by the SPO to the districts as per provision in their AWP&amp;B.</li> <li>At the district level District Project Committees are constituted with District Magistrate as chairman &amp; BSA as member</li> </ul>

		<p>secretary. This committee is fully empowered to decide the implementation of various interventions provided in the AWP&amp;B. Funds are released to schools / VECs by this committee.</p> <ul style="list-style-type: none"> <li>• At block level ABSA and BRC-Coordiators are working as project team. Block level functionaries have not been given autonomy. They work under the guidance and direction of BSA / DM.</li> </ul>
	<p>2.3 What is the interface with PRIs with the programme at the district and block levels?</p>	<ul style="list-style-type: none"> <li>• At district level Zila Basic Shiksha Samiti is constituted under Basic Education Act. The committee is headed by President, Zila Panchayat. This committee decides the villages/ places where new schools are to be opened.</li> <li>• At block level, Block Project Advisory Committees is constituted under the chairmanship of the Block Pramukh. ABSA is member secretary. Concrete steps to strengthen this committee are planned this year.</li> </ul>

**5. Status of Programme Implementation**

- To assess the physical and financial progress made against the goals set at the time of commencement of programme

**PHYSICAL STATUS - CIVIL WORK**

S. No	Item	Project Target	Planned So Far	Completed	In Progress
1.	BRCs	388	377	360	20
2.	CRCs	3852	3854	3667	187
3.	New Primary School	2442	2502	2198	304
4.	Reconstruction of Primary School	3020	2977	2621	356
5.	Additional Class Rooms	11640	10140	9424	716
6.	Toilets	13958	12352	12118	234
7.	Drinking Water	4397	100	90	10
8.	Repairs	7920	1400	980	380
9.	MIS Centres	32	32	32	--
10.	Hostel Construction in SCERT, Lucknow	01	01	01	--
11.	Training Hall in SIEMAT, Allahabad	01	01	01	--

**FINANCIAL STATUS**

Total Approved Project	Released Till 30-09-2003	Expenditure Till 30-09-2003
18251.00	17942.14	17905.72 (99.79 %)

*(Rs. in lakhs)*

<ul style="list-style-type: none"> <li>Status of fund releases from states and GOI</li> </ul>	<ul style="list-style-type: none"> <li>Cumulative position of fund flow and expenditure is as follows : (30-09-03) <i>(Rs. in lakhs)</i></li> </ul> <table border="1" data-bbox="757 288 1848 356"> <thead> <tr> <th>Funds Released by GOI</th> <th>Funds Released by GOUP</th> <th>Total Funds Received</th> <th>Total Expenditure</th> </tr> </thead> <tbody> <tr> <td>50000</td> <td>9085.00</td> <td>59085.11</td> <td>52515.30</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>State Share Released : 15.38 %</li> </ul>	Funds Released by GOI	Funds Released by GOUP	Total Funds Received	Total Expenditure	50000	9085.00	59085.11	52515.30
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<ul style="list-style-type: none"> <li>Comparison between actual expenditure and original budgeted amount and analysis of shortfalls in fund utilization</li> </ul>	<ul style="list-style-type: none"> <li>There is no short fall in fund utilization under UP DPEP-III.</li> </ul> <table border="1" data-bbox="757 506 2072 575"> <thead> <tr> <th>Approved EFC Cost (up to 2005)</th> <th>Total Funds Received GOI &amp; GOUP</th> <th>Total Expenditure</th> <th>% of Expenditure</th> </tr> </thead> <tbody> <tr> <td>79294.91</td> <td>59085.11</td> <td>52515.30</td> <td>88.9 %</td> </tr> </tbody> </table>	Approved EFC Cost (up to 2005)	Total Funds Received GOI & GOUP	Total Expenditure	% of Expenditure	79294.91	59085.11	52515.30	88.9 %
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<p><b>6. List 3 important achievements, in order of priority since the last JRM?</b></p>	<ol style="list-style-type: none"> <li>Studies / Evaluation - MAS, Para teachers, Alternative Schooling, ECCE, VEC management, teacher training &amp; support system were conducted and have been completed.</li> <li>Head Teacher training on 'Leadership Role' has been started and 24861 Head Teachers have been trained. Training is going on.</li> <li>House Hold Survey was conducted in May 2003 to identify 'Out of School' children. This has been computerized for arriving at specific target internentions</li> </ol>								
<p><b>7. Change in the quality of classroom transaction has been slow almost everywhere? What should be done to change this situation?</b></p>	<p>Teachers need to be motivated on continuous basis and accountability of teachers should be enforced.</p>								
<p><b>8. List 3 most important problems that are hindering the achievement of UEE in your state?</b></p>	<ol style="list-style-type: none"> <li>Access for smaller habitations &amp; children in urban slums where land is not easily available is still to be provided. Provision has been made under SSA.</li> <li>Teachers' commitment and accountability is yet to be enforced for compulsory quality education.</li> <li>Parents responsibility to send their ward to schools/centres need to be enforced for compulsory education.</li> </ol>								



## UTTARANCHAL

ISSUES	QUESTION	STATUS																															
<p><b>1. Access, enrolment, school infrastructure and teachers deployment :</b></p> <ul style="list-style-type: none"> <li>➤ Progress towards universalizing physical access as per norms at the primary level and planning for upper primary stage.</li> <li>➤ Convergence of funds for school infrastructure, including drinking water and sanitation facilities.</li> <li>➤ Assessing requirements for additional teachers or their redeployment.</li> <li>➤ Assessing the progress towards universal enrolment and projection for the next one year.</li> <li>➤ Assessing progress towards inclusion of 'hard to reach children'.</li> </ul>	<p>1.1 Has universal physical access been achieved? If not, what is the gap? Any major constraints in achieving this goal?</p>	<p>In order to provide access to school to all children in the age group 6-11 years in DPEP district, the project envisages a primary school with in a radius of 1.5 km in the plains and 1.0 km. in hills for a habitation with population of 300 or more in conformity with the State Government norms.</p> <p>There are 10493 habitations in 06 DPEP district. In 8628 habitations primary schools are available in the radius of 1.0 km. In 1865 habitations schools are available beyond one Km. (A habitation is a distinct cluster of houses with population less than 25 in the plain areas or with population less than 10 in hilly/ sparsely populated areas and convenient walking distance between them is more than 200 meters).</p> <p>In small and scattered habitations, where children do not have access to school facilities with in a radius of 1.0 km. and have 15 children in the age group of 6 to 11 years (for hilly areas minimum of 10 children), EGS centers are provided. At present 509 EGS centers and 47 AS centers are functional in 6 DPEP district.</p> <p>Most of the unserved habitations in 05 hill districts covered under DPEP are scattered and sparsely populated, therefore they do not qualify the norm for opening of EGS centers.</p> <p>The "Executive Committee" of "Uttaranchal Sabhi ke liye Shiksha Parishad" has taken a decision in its meeting held on Oct. 13, 2003 that the EGS centers can be opened in a habitation even when the number of out of school children are only 5. However the DEPC has to justify the proposal for opening of EGS Centre in that particular habitation.</p>																															
	<p>1.2 Is a mechanism in place for converging funds under different programmes of education department and other departments that have provision for school infrastructure grants? What are these?</p>	<p>In construction of new primary school, Additional class room, NPRC room and reconstruction of P.S., 40 % of the unit cost of the building/room is borne out from DPEP funds and the remaining 60% through Jawahar Rojgar Yojna/Employment Assurance Scheme/PMGY or other funds of the state. The following table shows the details of funds dovetailed from PMGY in civil work under DPEP:-</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th rowspan="2">S.No.</th> <th rowspan="2">Head of construction</th> <th rowspan="2">Unit cost (in lakh)</th> <th colspan="2">Year 2000-2003</th> </tr> <tr> <th>Physical Target</th> <th>Financial (60% of unit cost from PMGY) (Rs. in lakhs)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Additional class rooms</td> <td>0.70</td> <td>641</td> <td>269.22</td> </tr> <tr> <td>2</td> <td>New P.S. buildings</td> <td>1.91</td> <td>299</td> <td>342.676</td> </tr> <tr> <td>3</td> <td>Reconstruction of P.S. Buildings</td> <td>1.91</td> <td>289</td> <td>331.206</td> </tr> <tr> <td>4</td> <td>NPRCs</td> <td>0.70</td> <td>276</td> <td>114.702</td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Total</b></td> <td></td> <td><b>1505</b></td> <td><b>1057.804</b></td> </tr> </tbody> </table>	S.No.	Head of construction	Unit cost (in lakh)	Year 2000-2003		Physical Target	Financial (60% of unit cost from PMGY) (Rs. in lakhs)	1	Additional class rooms	0.70	641	269.22	2	New P.S. buildings	1.91	299	342.676	3	Reconstruction of P.S. Buildings	1.91	289	331.206	4	NPRCs	0.70	276	114.702	<b>Total</b>			<b>1505</b>
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For the financial year 2003-04 a proposal for Rs 183.894 lakh has been submitted to the Director Education, Uttaranchal. Detail of proposal submitted is as under:-

S. No.	Head of construction	Unit cost (In lakh)	Year 2003-2004	
			Physical Target	Financial (60% of unit cost from PMGY)(Rs. in lakhs)
1	Construction of additional class rooms	0.70	195	81.90
2	Construction of new P.S. buildings	1.91	57	65.322
3	Reconstruction of P.S. Buildings	1.91	32	36.672
<b>Total</b>			<b>284</b>	<b>183.894</b>

1.3 What is the plan for ensuring universal coverage of drinking water and sanitation facilities in all primary schools? By when would this be possible?

The plan for the universal coverage of drinking water & sanitation facilities in all primary schools has been made with the collaboration of Swajal scheme, "Pradhan Mantri Twarit Gramin Peyajal Yojana" and DPEP/SSA. School Jal Abhiyan has been launched by the State Government from Nov. 9, 2003. It will cover all the primary schools in the state for drinking water facilities till December 31, 2005.

1.4 Is there any mechanism of ensuring that funds for civil works are allocated on a need based prioritization of schools?

The EMIS data collected by MIS unit of District project office assist the District Core team of planning for ensuring the need based prioritization of schools for allocation of funds for civil works in the district. New School buildings have been constructed only at those places, which fulfill the State norms and have got an approval of District Education Committee chaired by the Zila Panchayat Adhyaksha.

1.5 How many schools, district-wise have PTRs between 60:1 and 80:1 and those with PTRs above 80:1? How is this situation proposed to be improved?

The detail of District Wise PTRs is as below :-

S.No	District	60:1	80:1	80>:1
1	Bageshwar	146	16	19
2	Champawat	08	02	04
3	Pithoragarh	172	18	12
4	Tehri	173	55	37
5	Uttarkashi	39	25	-
6	Haridwar	189	58	72

same of the schools in the state. The Government of India has sanctioned 275 posts of para teachers in Haridwar District for the year 2003-04.

1.6 Are there a significant number of underage children in grade I. What is being done to address this?

There are 10-15 % of underage children in grade I. In DPEP districts which are covered under the ICDS Scheme of Department of Women and Child Development, the Anganwadi centers running adjacent to primary schools, have been converted into ECCE centers. At present 619 ECCE centers are running in DPEP districts. 18735 children in the age group 3-5 years have been enrolled in these centers. In non ICDS district Champawat, 05 ECCE with EGS centers are functional having enrolment of 101 children.

1.7 What is the plan for conversion of EGS schools into formal schools? Is there a forward looking strategy for para teachers?

There is a plan for conversion of EGS school/Centre into formal school under DPEP and SSA project, if it qualifies the norm for the opening of new primary school. 13 EGS centers have been converted to formal school from April, 2000 to Oct. 31, 2003. These have been provided school buildings, one Head Master and one Para-teacher from DPEP. The EGS teacher/Acharyaji of the converted EGS centre can be selected as Shiksha Mitra (Para teacher) by the VEC, if he fulfills the qualification prescribed for the selection of a Para teacher, recruited in the formal school. The future plan for Para teacher is under the consideration of Education Department and State Government.

1.8 What is the age-wise assessment of number of out of school children (boys, girls)? Have disaggregated figures been analysed to locate blocks, panchayats and villages with a large number of out of school children? How are such areas being targeted? What is the projected out of school child population of children, age wise by mid 2004?

House hold survey has been conducted with the help of school teachers and VEC members in all the 13 districts of Uttaranchal. 6499 Children identified out of school in the age group 6-11 years in 6 DPEP district. The details of out of school children in the age group 6-11 years are as under :-

S.No	District	Out of school children (6-11 year age group)		
		Total	Boys	Girls
1	Bageshwar	71	24	47
2	Champawat	229	100	129
3	Pithoragarh	757	302	455
4	Tehri	310	106	204
5	Uttarkashi	1464	527	937
6	Haridwar	3668	1964	1704
	<b>Total</b>	<b>6499</b>	<b>3023</b>	<b>3476</b>

1.9 List the groups of "hard to reach" children who are being addressed the strategies and the numerical coverage. These could include children who migrate, adolescent girls, children working for wages or bonded labourers, street children etc.	<b>S. No</b>	<b>District</b>	<b>Total</b>	<b>Out of school children (6-11 years)</b>				
				<b>Engaged in Domestic work</b>	<b>Dropout due to illness</b>	<b>Migratory children</b>	<b>Minority / tribal children</b>	<b>Disabled children</b>
	1	Bageshwar	71	39	-	-	-	32
	2	Champawat	229	144	13	17	14	41
	3	Pithoragarh	757	544	-	150	-	63
	4	Tehri	310	244	-	-	14	52
	5	Uttarkashi	1464	1434	-	-	30	-
	6	Haridwar	3668	1605	-	470	1030	563
	<b>Total</b>	<b>6499</b>	<b>4010</b>	<b>13</b>	<b>637</b>	<b>1088</b>	<b>751</b>	
1.10 What strategies are in place for elder children in the 11-14 years age group? Many states have had serious problems in inclusion of elder children. What is the experience of your state?	The project adopted the strategies such as bridge course, condensed course for the children in the age group 11-14 years. A bridge course camp for 90 days organized at Chauras, Srinagar (Garhwal) for the children of laborers working at the construction site of Garhwal university campus. 48 children participated in this camp. 14 children mainstreamed in P.S. Sankvo and P.S. Mangsu in Kirti Nagar, Tehri. Bridge course/condense course/ short term camps are also proposed by the district Haridwar. The camps will be started in the month of Dec. 2003 to Jan. 2004 in winter season.							
1.11 What specific steps have been taken to ensure greater participation of children of religious minorities? Is there a separate town/city level plan for all the major town/cities in DPEP districts? Are these plans separately budgeted and monitored?	The DPEP district Haridwar has more than 25 % of population of Muslims as minority populations. To ensure the greater participation of children of minorities in schools, the strategy of Maktab/Madarsa strengthening is adopted in Laksar and Bhagwanpur block. 04 Maktab/Madarsas are covered under the project. 221 children are enrolled in these Maktabs. They have been provided free text books, educational materials, teacher training etc. under DPEP. The Maulviji, who imparts religious instruction to the children for 2 or 3 hours, is now also responsible for teaching the mainstream school curriculum. The Maulviji receives a monthly honorarium of Rs.1000/ per month under DPEP. EGS centers and AS centers have also been opened in minority populated blocks i.e. khanpur and Bhagwanpur in Haridwar. The budget provision for 10 Maktab/Madarsas strengthening has been made in the AWP&B 2003-04 of district Haridwar.							

<p><b>Attendance, Completion and database for planning :-</b></p> <ul style="list-style-type: none"> <li>➤ To assess if strategies for social mobilization have been effective, especially in backward areas and among marginalized groups.</li> <li>➤ Monitoring of children's attendance and follow-up action, including children mainstreamed from bridge courses and other alternatives.</li> <li>➤ Assessment of information relating to completion rates and its effective utilization.</li> <li>➤ Up dating of habitation level database and their regular utilization, reconciliation with school records.</li> </ul>	<p>2.1 in the assessment of the state, is social mobilization adequate in every district? How is the mobilization process being made effective in disadvantaged and marginalized areas and groups e.g. schedule caste and tribal areas, minority dominated areas, remote, forest, hilly and border areas? What needs to be done to enhance the demand for education in such areas?</p>	<p>To achieve the target of universalization of elementary education, attempt has been made to actively involve the local community in the execution of the different activities in the schools. The village Education Committee (VEC) is the constitutional body functioning all over the state and is responsible to encourage the spirit of ownership of primary and upper primary schools. 2674 VECs are functional in 06 DPEP district. All have been trained. 2630 VECs sensitized to girls Education. SMCs have been constituted in all the schools in 13 districts vide state Government order dated March 30,2002.</p> <p>To make the community mobilization process effective in disadvantaged and marginalized areas, 80 model clusters have been identified in 12 blocks of 06 DPEP district. The criteria for the selection of model cluster is :-</p> <p>Nyaya Panchyats having</p> <ol style="list-style-type: none"> <li>(a) Low female literacy rate</li> <li>(b) Poor enrolment and retention of girls.</li> <li>(c) Dominance of minority, SC, ST or backward class population.</li> </ol> <p>335 women motivator groups (WMG), 1310 Mother Teacher Associations and 1424 Mother Teacher and Motivator Associations have been formed in these clusters. Total 28688 members of MTA,WMG &amp; MAMTA are trained under "ASHA" training module developed by the girls education unit of DPEP-Uttaranchal.</p> <p>To enhance the demand for education in Educationally backward areas, different activities viz. Meena film was shown in 370 villages, kala jatha/Nukar-Natak in 62 villages, Maa-Beti melas in 110 villages &amp; Bal melas in 307 villages organized to sensitize &amp; mobilize the community towards the elementary education. The VECs, SMCs, MAMTA groups &amp; local NGOs have been associated with the different activities such as appointment of para teacher, purchase of educational material in formal schools, EGS/AS and ECCE centres, free text book distribution abhiyan and in school enrolment drive.</p>
	<p>2.2 Areas that have the greatest need for community awareness and involvement are seen to be areas where institution like VECs and School Committees are the least active? What is being done to improve this situation?</p>	<p>The training module "Badate Kadam" for VEC training has been developed by the SPO. All the VECs and SMCs will be trained under this package. In the same way, the MAMTA groups constituted in the most educationally backward Nyaya Panchayats/clusters are trained under the "ASHA" training module. There is a proper coordination among VECs, SMCs and MAMTA groups. They prepare plan for the development of their school &amp; share their views in monthly meetings.</p>

	<p>2.3 Is attendance of children being monitored? How? What corrective action is taken at the school level and by the community? Is the arrangement satisfactory?</p>	<p>At the start of academic session 2003-04, School Chalo Abhiyan was organized. The Bal Ganana Registers were updated during the School Chalo Abhiyan. Bal ganana registers are maintained in every school and are updated every year, which reflects the particulars of 6-14 age group children. Student and teacher attendance registers are maintained in every school. Periodic checking of attendance registers is carried out by nyaya panchayat, block and district level officers. These registers are freely accessible to VECs/SMCs. The village Education Committee &amp; School Management Committee review the records maintained in Bal Ganana Registers during its monthly meetings. Mid-day-meal is given only to those students who have more than 80% attendance per month. Mid-Day-Meal scheme has resulted in improving the school attendance of children.</p> <p>The arrangements are not very satisfactory, there must be regular community monitoring of schools therefore the state government has decided to emphasize the powers of village panchayat for the monitoring of the schools in new Panchayat Raj Act.</p>
	<p>2.4 What is the state's experience in attendance of children who have been mainstreamed from bridge courses? Are they able to cope with the learning requirements of higher classes? What problems have been identified in the successful retention of mainstreamed children?</p>	<p>70 % children who have been mainstreamed from bridge courses/ EGS centers/ AS centers have been retained in formal schools. Now to make more chances to fulfill the learning requirement of higher classes of these children EGS for upper primary level proposed under SSA.</p>
	<p>2.5 Has a school wise cohort analysis been conducted? How is it being used? Are schools being encouraged to look at their transition rates and reduce repetition and dropout?</p>	<p>5 DIETs of DPEP districts are working to analyze the school wise cohort analysis in selected blocks. The SPO specialist trained from NIEPA and NCERT provided training to selected BRCC, Quality coordinators and DIET lecturers to encourage the teachers in their blocks/areas to analyse the transition rate and reduce the repetition and dropout rate. It was observed in the hill districts that a large number of underage children coming to school are enrolled in class-I by their parent &amp; they don't enrolled the underage children in ICDS centers being run in their village. These underage children are repeating in class-I. Child tracking has been conducted in the schools of model clusters.</p>
<p><b>3. Learning and Quality</b> ➤ To assess if effective steps have been taken to ensure regular functioning of schools</p>	<p>3.1 Is the focus now squarely on outcomes like changed classroom processes and learning of children? How is this focus for</p>	<p>1st and 2nd round of teacher's training enhanced the teacher motivation and competence &amp; has played an important role in class room transaction. An effort was made to integrate pedagogical necessities to address hard spots in Math and Language, need for proper gender sensitization of teachers and to address the problems of the differently able children in the class room. Teachers are also provided</p>

<p>change in the classroom processes of teaching-learning and learning levels of children.</p> <ul style="list-style-type: none"> <li>➤ To assess if equity issues in quality and learning are being adequately addressed.</li> <li>➤ To understand if work on quality issues has been taken up in a decentralized differentiated manner.</li> <li>➤ To assess the effectiveness of the functioning of BRC-CRCs especially their linkages with DIETs and their preparedness for taking up work at the upper primary level.</li> <li>➤ Are effective mechanisms in place for quality monitoring and follow-up for EGS and other alternative interventions?</li> <li>➤ To assess the adequacy of the orientation programmes for para teachers?</li> </ul>	<p>inputs) put in practice? How is the message of accountability for learning by ALL children being communicated and pursued?</p>	<p>and joyful. Curricular and co-curricular activities have been emphasized through school grading. It insisted the teacher to change the routine old practices in the class room and they have adopted to the changed environment.</p> <p>In the beginning of Educational Session 2003-04, School Chalo Abhiyan was organized in the state from 1-15 July 2003. Prabhat pheries, rallies, meetings, cultural activities, pad yatras etc. organized at the district, block and village level, to communicate the right of education of all children. State Ministers, MLAs, Block Pramukh, Gram Pradhan, local NGOs, Education officers, school teachers, multipurpose village workers, ICDS workers, school children took part in this Abhiyan. Free text books were distributed in it.</p>
	<p>3.2 How clear is the understanding, how strong is the conviction about the nature of change being brought about in classrooms? In the focus of all district and block, sub-block personnel clearly on learning of children?</p>	<p>The regular training of teachers, interactive the monthly meetings and visit of DIET mentors, BRCc &amp; NPRCc bring a positive change in understanding and conviction of teachers about class room transaction. The process of child centered activity based on joyful learning, changed the monotonous atmosphere of the classroom and the class rooms are becoming interactive. The teaching learning materials and aids can be seen in the classrooms along with the use of text books and black/green boards. The children boards are developed and utilized in class I and II. All district, block and NPRC personnel are oriented by the SRG and a training package has been developed by the SCERT to bring clarity about children's learning.</p>
	<p>3.3 3.4 Is the issue of equity in learning being addressed? What steps have been taken to ensure that poorly performing children get adequate attention in classrooms?</p>	<p>Various activities have been under taken by the project to address the issue of equity in learning. The children suffering from physical and learning disabilities either prevent them from enrolling in school or force them to discontinue their studies due to insensitivity of the system. To address this issues, all the children studying in class I-V have been scanned for this any type of physical &amp; mental deficiencies and have been provided medical referral services as well as aids &amp; appliances according to their needs. TLM is prepared by the resource group for such children having special need.</p> <p>The ECCE centers running in convergence with ICDS schemes contributed to enrolment and retention of girls in schools by providing a system of sibling care during school hours.</p> <p>Attempt has been made to make school environment congenial for girls. Teachers have been sensitized to girl's education. Free text books have been provided to all girls and SC, ST boys studying in class I-VIII.</p> <p>For the children who remained out of school due to social, economic and other reasons, EGS and AS centers have been opened. The text books used in formal schools adopted in the EGS/AS centers. Free text book and educational materials have been provided to learners in the EGS/AS centers.</p>

	3.5 What is the extent of parental involvement in learning issues of their children?	School grading and evaluation formats developed by the SRG(Pedagogy) is very useful. The parents and other related person are able to evaluate conveniently the achievement level of their wards through this format. Parents/Mothers of children studying in class I-V have been nominated as members of VEC and SMC, who have an important role in quality issues and management in schools. The <b>Kunjapuri model</b> developed for the remote areas & for single teacher schools has shown active participation of parents in learning issues and in preparation of TLM, story writing etc. .
	3.6 Has there been adequate work on curriculum, textbook revision, teacher training in minority languages of instruction? How has the issue of learning of children with a mother tongue very different from the language of instruction been addressed?	<ul style="list-style-type: none"> <li>(i) Curriculum for class I to V is revised by the SRG (Pedagogy) in reference to curriculum developed by NCERT.</li> <li>(ii) All the text books of class I to V have been revised with reference to newly created state of Uttaranchal and have been printed &amp; used in academic session 2003-04.</li> <li>(iii) 4 text-books (Language, science, geography and history) for class VI to VIII are revised by the SRG with collaboration of Ministry of Forest and Environment, GOI, New Delhi.</li> <li>(iv) Curriculum for environmental education for class 3-5 has been developed by the "Uttarakhand Seva Nidhi Paryawaran Shiksha Sansthan, Almora"</li> <li>(v) Multigrade Kunjapuri model working in Bhilangna block of Tehri, Mori block of Uttarkashi and Munsyari block of Pithoragarh is very successful as the community is taking part in development of school and preparation of TLM with school teachers.</li> </ul> <p>As the mother tongue and language of instruction is Hindi in Uttaranchal therefore there is no such problem of instruction.</p>
	3.7 Has there been any comprehensive assessment of reading abilities of children in different grades at the primary level? Findings?	The DIETs are assessing reading abilities of children in different grade at the primary level in their lab areas.



	<p>taken up significant academic work for implementation for their districts eg. Introducing contextual elements in the curriculum through teachers' orientation, supplementary material for teacher and students that include the culture, folklore local traditions, social-economic analysis etc. in areas that are differently situated/peopled e.g. hilly and forest areas, ethnic minorities etc.?</p>	<p>research, training and academic support to schools. With the aim of providing region based instructional material, DIETs are building up a data base of local facts, folklore, dialects etc. DIET Almora, Bhimtal(Nainital), Pithoragarh and Haridwar have prepared region specific supplementary reading material. DIET, Roorkee (Haridwar) developed a test paper for the evaluation of teacher to assess the need of training. They also conducted research/pilot studies on working of para teacher. The DIET, Didihat (Pithoragarh) conducted a number of action research and developed need based supplementary reading materials.</p>
<p>3.9</p>	<p>Are teacher training uniform for the entire state?</p>	<p>1st round of teacher training was mainly focussed on new text books (class I-V) &amp; 2nd round teacher training was based on hard spots (Math and Language), gender sensitization of teachers and addressing the problems of differently able children. Therefore the 02 training programmes were uniform for the entire state but the DIETs assessed the need of training for the preparation and use of TLM, training for ABSA/SDI/Coordinators for using school grading tools, training of teachers, NPRCc and BRCC for continuous and comprehensive evaluation of students. They prepared their Action plan and are acting accordingly.</p>
<p>3.10</p>	<p>How strong and institutionalized are the linkages of BRCs and CRCs with DIETs and what is their (DIET_BRC_CRC) preparedness for taking up work at the upper primary level.</p>	<p>The BRCs and NPRCs are functioning under the technical guidance of DIETs. The BRCs are serving as professional support agency to provide facilitation for decentralized training and teacher support activities. The DIET's have close relationship with BRCs &amp; NPRCs.</p> <p>Now in SSA district the BRCC, ABRCC and CRCC are in place. BRCC have been selected by the SCERT, Uttaranchal after following a detail selection process as written test and group discussion.. The same pattern has been followed by the DIETs for the selection of CRCC. The BRCC are lecturer or L.T. grade teachers from secondary/senior secondary schools and CRCC are L.T. grade or Junior High school teachers. These coordinators will coordinate the primary and Upper primary level classes in Government as well as private primary and secondary schools. They have been oriented and prepared for taking up work at the Upper Primary level also. The similar pattern will be applied in the DPEP districts.</p>

	<p>3.11 What are the mechanisms in place for quality monitoring and follow up on quality issues including learning of children for EGS and other alternative interventions.</p>	<p>The BRC coordinator visits 10 schools including EGS/AS and ECCE centers per month, while the NPRC coordinator visits 15 schools per month. They are providing support to teachers in terms of school visits, demonstrating lesson plan and getting the feed back. They also assist in TLM preparation and its use and discuss specific problems. The NPRCs are arranging monthly meetings of all the teachers of the cluster for sharing their experience and discussion on pedagogical issues. The BRC organized the monthly meeting of NPRC coordinators and also collaborating and coordinating with ABSA/SDI and DIET. The DIETs provide training to block resource persons and master trainers. They also supervise training at the BRCs and assess the effectiveness of teacher's training and undertake school visits and assist teachers in classroom situation. The para teacher and Acharyaji/Anudeshka of EGS/AS also participate in monthly meetings with formal school teachers and share their experiences. The BRCc, NPRCc and DIET faculty also providing support to these centers regularly. The Government of Uttaranchal has restructured the framework of Education Department recently. Now there is integration between basic and secondary education. The primary, Upper primary, secondary and senior secondary schools shall work in the form of school complex. The intermediate college (Senior secondary school if not available then secondary school) will be the nucleus of the school complex. The principal of that intermediate college will be the Area Education Officer. He will look after all the schools primary as well as secondary schools of that complex along with the CRC coordinator. The same pattern has been adopted in block level. The senior most principal of block level Government senior secondary school will be the Block Educational Officer. An Astd. Education officer, BRC coordinator and Astd. BRC coordinator will support him in educational administration as well as in academic supervision.</p>
	<p>3.12 What is the duration of induction and recurrent training programmes for para teachers? What is the mechanism for regular academic support to them?</p>	<p>The parateacher/ shiksha mitra (formal school) and Acharayaji (EGS)/ Anudeshaka (AS) will be provided 30 days induction training and a recurrent training of 15 days per year. These para teacher's also take part in regular monthly meetings held at NPRC level with formal school teachers. The BRCc and NPRCc also provide support to EGS/AS centers and ECCE centers running in their blocks or clusters. Regular trainings have been given to these workers through DIETs, BRCs and with the help of renowned NGOs working in this field.</p>
	<p>3.13 What major changes have been implemented in all schools relating to pupils' assessment? Do these changes further the overall vision of pedagogic change which is being pursued in the state?</p>	<p>Exercise and self evaluation practices (Kitna Seekha) developed in school text books to evaluate the children. Student learning is evaluated through continuous evaluation on verbal basis and on the basis of assignment in class I and II. Monthly, quarterly, half yearly and annual examination are held in class III to V. School grading tool part 'b' helps in evaluation of student's achievement level in educational and co-curricular activities. Continuous and comprehensive evaluation system is developed by the DIET, Almora with the help of SCERT, Lucknow and it was tried in Bageshwar and Almora district. The DIET faculty of Bhimtal(Nainital), Tehri and Uttarkashi have been trained about continuous and comprehensive evaluation methodologies.</p>

<p>(j) To assess if effective steps have been taken to ensure complete convergence of the implementation arrangement with the mainstream educational administration.</p> <p>(k) To assess the capacity and extent of autonomy available at district levels</p>	<p>made to ensure this convergence? What more needs to be done to achieve this integration?</p>	<p>has been set up in all the districts. At the district level, DPEP/SSA seeks to implement the project through the existing management structure such as the office of the District Basic Shiksha Adhikari. For the project prioritization these posts are designated as Expert Basic Shiksha Adhikari. The Expert BSA is the project coordinator at district level. Keeping in view, the emphasis on targeted interventions, 04 posts of District Coordinators (Gender, CP, AS and pedagogy), one Astt. account officer, one computer operator and one Accountant posts have been created. District project committee has been constituted at the district level chaired by the District Magistrate to converge the services of other departments Viz. health, social welfare, women and child development, construction(RES) and development department with the programme. At block level the BRCc and cluster level CRCc have been posted. They have given administrative cum academic support through Astt. BSA/SDI in the blocks. In restructured academic and administrative support system in education, Area Education Officer, Block Education Officer and District Education Officer along with DIETs will support the whole education system, which will bring a tremendous change in integration of elementary &amp; secondary education.</p>
	<p>4.2 Are the district teams fairly autonomous? Is there a functional and active block team? What is its composition? What kinds of decisions can it take?</p>	<p>The District Magistrate who is the chairman of the District Education Project Committee at district level has been given financial power of Head of the Department for project work. The DEPC organize monthly review meetings and take important decisions which are necessary in favour of project. The district core team for planning prepare the Annual Work Plan &amp; Budget and the DEPC approve it in its meeting. District resource group provide academic guidance to DEPC. In the same way, planning team has been constituted at the block level, chaired by the block education officer. Block resource group are also functional to provide academic support and guidance to BRC. The block team comprises of Astt-BSA(BEO), BRCc, selected ABRCc and CRCc, local NGO representative and an enthusiastic public person or educationist. The block planning teams prepare their plan and send it to DEPC. The district core team for planning, compile the block plans, give it final shape and then put it before the DEPC for approval.</p>
	<p>4.3 What is the interface with PRIs with the programme at the district and block levels?</p>	<p>District Education Committee is constituted at the district level, which is an statutory body. The chairman of DEC is the Zila Panchayat Adhyaksha. The committees review the activities going on under the elementary education sector in the state. The committee also takes decision in opening of new primary and Upper primary schools. At the block level block education committee has been constituted. It is presided by the Block Pramukh. The block development committee also monitor the activities going on in their block under the elementary education programme.</p>

**5. Status of Programme Implementation**

(1) To assess the physical and financial progress made against the goals set at the time of commencement of programme.

**Civil Works-Physical and Financial Status as on 30.09.2003 (DPEP-III) Uttarakhand**

**Physical Status Year 2000-2001**

S. No.	Item	Planned so far (2000-01)	Completed	In progress	% of Comp. & IP
1.	BRC	5	5	-	100
2.	CRC	131	131	-	100
3.	New primary schools	130	129	1	100
4.	Additional Classroom	118	118	-	100
5.	Reconstruction of primary schools	113	107	06	100
6.	Toilets	749	749	-	100
7.	MIS center	6	6	-	100

**Physical Status Year 2001-2002**

S. No.	Item	Planned so far (2001-02)	Completed	In progress	% of Comp. & IP
1.	BRC	27	22	05	100
2.	CRC	149	146	02	99.3
4	New primary schools	121	93	27	99.2
4.	Additional Classroom	448	425	21	99.5
5.	Reconstruction of primary school	123	77	42	97
6.	Toilets	469	460	08	99.8

**Physical Status Year 2002-2003**

S. No.	Item	Planned so far (2002-03)	Completed	In progress	% of Comp. & IP
1.	BRC	-	-	-	-
2.	CRC	-	-	-	-
4	New primary schools	48	08	36	91.7
4.	Additional Classroom	120	71	19	75
5.	Reconstruction of primary school	73	14	59	100
6.	Toilets	200	96	03	49.5

**Financial Status**

	Approved project outlay (Rs in lacs)	Expenditure (Rs in lacs)	% expenditure
Financial Progress (Rs in lacs) as on 30.09.2003	1777.89	1362.24	76.62

(m) Status of fund releases from states and GOI.

Releases upto 30 September, 2003

(Rs. In Lakhs)

Proposed project cost	Central share	State Share	Release			%age State Share on total release
	85%	15%	From GOI	From State Govt.	Total	
8585.92	7298.03	1287.89	5511.25	1146.18	6657.43	17.22

**Year wise releases**

Year	Approved AWP&B			Fresh items		Releases			%age State share on total release
	Total	Spill Over	Fresh Items	GOI share	State share	GOI	State	Total	
2000-01	1607.00		1607.00	1365.95	241.05	911.25	260.77	1172.02	22.25
2001-02	2873.51	221.61	2651.90	2254.12	397.79	1800.00	356.00	2156.00	16.51
2002-03	2640.64	420.70	2219.94	1886.95	332.99	2000.00	300.00	2300.00	13.04
2003-04	2671.16	346.69	2324.47	1975.79	348.68	800.00	229.41	1029.41	22.28
						<b>5511.25*</b>	<b>1146.18</b>	<b>6657.43</b>	<b>17.22</b>

- Rs.500.00 lakhs sanctioned in 2002-03 but actually received in 2003-2004 (April, 2003)

(n) Comparison between actual expenditure and original budgeted amount and analysis of shortfalls in fund utilization.

### District wise Planed Budget /Expenditure

(Rs. In lakhs)

Sl. No.	Name of the District	EFC Cost		Expenditure upto 31/03/03	Budget for 2003-2004	Total planned budget till 31/03/2003	Expenditure from 1/4/2002 to 30/9/2003	Cumulative expenditure upto 30/09/2003	Percentage of budget expended
		Approved	Proposed for revision						
1	2	3	4	5	6	7(5+6)	8	9(5+8)	10
1	Bageshwar	898.16	890.06	513.13	237.30	750.43	80.55	593.68	79.11
2	Champawat	847.83	831.64	461.23	207.12	668.35	56.21	517.44	77.42
3	Haridwar	1660.75	1625.75	665.70	499.54	1165.24	85.85	751.55	64.50
4	Pithoragarh	1264.14	1246.53	857.57	376.50	1234.07	127.31	984.88	79.81
5	Tehri	1833.66	1822.19	1001.34	634.66	1636.00	69.34	1070.68	65.44
6	Uttarkashi	1213.94	1195.75	699.34	385.81	1085.15	131.30	830.64	76.55
7	SPO	584.58	974.00	114.43	330.23	444.66	28.38	142.81	32.12
	<b>Total</b>	<b>8303.06</b>	<b>8585.92</b>	<b>4312.74</b>	<b>2671.16</b>	<b>6983.90</b>	<b>578.94</b>	<b>4891.68</b>	<b>70.04</b>

### Category wise expenditure upto 30<sup>th</sup> Sept 2003

(Rs. In Lakhs)

Sl. No.	Category	Total		
		Proposed / revised project	Cumulative expenditure from 1/4/2000 to 30/09/2003	Percentage of budget expended
1.	Civil Works	1777.89	1362.24	76.62
2.	Equipment, furniture & Vehicles	385.08	156.88	40.73
3.	Books	647.61	274.13	42.32
4.	Training, workshop-fellowship and consultancy services	2669.68	350.53	13.13
5.	Incremental staff salaries operating & maintenance cost	3105.66	2747.90	88.48
	<b>Total</b>	<b>8585.92</b>	<b>4891.68 *</b>	<b>56.97</b>

\* Rs.869.87 lakhs by UP Education for all Project Board & Rs.4021.81 lakhs by Uttaranchal Sabhi Ke Liye Shiksha Parishad

	<p>the funds are being utilised as per expected schedule. The short fall in fund utilization is due to the following reasons :-</p> <ol style="list-style-type: none"> <li>1. The VECs have been assigned the responsibility of construction of school buildings, repair and maintenance. There is a joint account of Gram Pradhan and school teacher. All the funds for school construction are transferred in the VEC's accounts. The delayed election of Village Panchayats in year 2002-2003 delayed the construction process. However, no cost escalation was permitted. Now the VEC are constituted. VEC training has been conducted for civil works with the technical guidance and assistance of CBRI (Central Building Research Institute). Close monitoring is being done to improve the progress. It will accelerate the expenditure under civil work.</li> <li>2. Teacher training module for 3<sup>rd</sup> year is being developed. Now the teacher's training will be started from December, 2003 and the expenditure will occur.</li> <li>3. The election of Village Panchayats in Uttaranchal has been held now and new Village Education Committees are recently constituted. So the training programme for VEC members will be started soon and expenditure will be incurred accordingly.</li> <li>4. The payment for distribution of Free Text Books to Government Press, Uttaranchal is under process. The books have already been received and distributed to beneficiaries after verification of books by the committee constituted at the District level. The payment is in the process that will cover an expenditure of Rs.1.00 Crore.</li> <li>5. Mid term assessment study has been started by NIAR, Mussoorie and it will be completed in the duration of November to March, 2004. Process has been adopted to execute this work.</li> </ol>
<p><b>6. List 3 important achievement, in order of priority since the last JRM?</b></p>	<ul style="list-style-type: none"> <li>➤ The text books for class I-V have been revised in context of Uttaranchal. Books are printed and are being used in academic session 2003-04.</li> <li>➤ More then 60% children studying in class I-VIII are covered under health checkup programme.</li> <li>➤ Training module for VEC, calendar for ECCE centers and TLM for Kunjapuri models have been developed with the help of SRG, School teachers and community members. 3<sup>rd</sup> round school grading completed.</li> </ul>
<p><b>7. Change in the quality of classroom transaction has been slow almost everywhere? What should be done to change this situation?</b></p>	<ol style="list-style-type: none"> <li>1. Development and use of more local specific supplementary reading material and teaching learning aids.</li> <li>2. Empasis on remedial teaching through teacher and peer group learning.</li> <li>3. District/region specific need based teacher training by the DIETs.</li> <li>4. Accountability of teacher and community to quality based learning of children.</li> <li>5. By making learning process more joyful, interactive and interesting.</li> </ol>
<p><b>8. List 3 most important problems that are hindering the achievement of UEE in your state?</b></p>	<ol style="list-style-type: none"> <li>(1) The economy of Uttaranchal is agriculture based (64.5%). The state is industrially backward. Inadequate production in the agriculture fields, increase in population, lake of alternative employment opportunities, the state itself have led men to migrate to cities outside the region in search of livelihood. In the absence of the men, it is customarily seen that the women bear the burnt of domestic chores. They have to work in the agricultural fields, collect firewood or grass, perform house hold activities and rear children. In these circumstances, children also have to attend to various domestic duties such as tending cattle, bringing fuel and fodder and engaged in sibling care which prevent their continuity in schools and invoke the tendencies of absenteeism. There is a big problem of migratory and minority children in Haridwar, Udham Singh Nager and Dehradun.</li> <li>(2) Predominantly difficult geographical conditions viz hilly terrain, rugged &amp; rocky mountains, dense forests, inadequate infrastructure, the near absence of modern health care facilities in the remote villages, makes the</li> </ol>

quality of life somewhat difficult and adverse. Therefore, the phenomenon of migration towards cities or plains from remote villages of hill districts has increases in last decade in Uttaranchal. It has affected the enrolment of children in remote rural village schools. The affect was also seen on the attitude of primary school teachers as they are attracted to work near the town/city schools or want posting in road side schools. This causes the problem of single teacher schools in remote villages. The other factor is recruitment of more then 50 % female teachers in rural primary schools. The difficult geographical conditions and limited means of transportation results in lack of interest among female teachers in working in remote villages of hill districts. Though the matter was discussed in the General Body meeting of UA-EFA board, on Oct 29,2003 and a decision was taken for recruitment of more para teachers (local teacher) and to construct one additional room for teacher residence along with school building in remote rural villages with the help of state Government funds or funds dovetailed from other schemes.

- (3) Due to rough and rocky terrain the children even suffering from minor or moderate physical disabilities create a big hindrance in the enrolment of orthopedically disabled children in formal schools.



# Uttaranchal

## 17<sup>th</sup> Joint Review Mission-Follow up on next steps for the review of 18<sup>th</sup> Joint Review Mission

S.No.	Recommendations	Status and Progress
1	A decision regarding the establishment of the SIEMAT needs to be taken.	The Executive committee of "Uttaranchal Sabhi Ke Liye Shiksha Parishad" has decided in its meeting on Oct. 13, 2003 that SIEMAT should be established along with SCERT, Uttaranchal. The Department of Education suggested that the team of academic experts should visit SIEMAT, Allahabad (U.P) and SIEMAT of other states to ascertain the functioning of SIEMAT there. It will provide great help to the new state to come up with a dynamic SIEMAT.
2	Trainers at different levels to be imparted training in Training methodologies and communication techniques.	The SPO, SCERT and DIET personnel participated in different training programmes viz Microplanning and school mapping, monitoring and evaluation methodologies organized at NIEPA, NCERT, RIE- Ajmer, Academy of Administration, Nainital and NIAR, LBSNA, Mussoorie. They have got different trainings as Direct Training Skill (DTS), Design of Training (DOT) and Evaluation of Training (EOT) organized by Uttaranchal Academy of Administration, Nainital under the Department of personnel training, GOI, New Delhi. District coordinators, ABSA, BRCC and Resource persons have been reoriented and trained by the SCERT Uttaranchal, Narendra Nagar. Refresher training package for the training of BRC, NPRC and BEO is being developed by the SCERT.
3	EMIS data entry and analysis for the remaining four districts needs to be completed. A more detailed analysis of the Household survey data needs to be undertaken.	EMIS data entry for the year 2002-03 is completed in all the DPEP districts and the data has been submitted to NIEPA and Ed.CIL, New Delhi for detail analysis. Initiative has been taken to categorize the house hold survey data. Strategies are being developed accordingly. EMIS for the year 2003-04 format have been printed at the district level. The DPO personnel, ABSA/SDI, BRCC and NPRCC have been oriented about filling up of EMIS formats.
4	Examine the roles and responsibilities of different groups at village level, namely Village education committee, School management committee, Mother teacher Association Women motivator groups, Mother Teacher and motivator Association and take a decision regarding the setting up of one body to support project implementation or a greater role clarity among existing.	<p>The village Education Committee is a constitutional body formed at the Village Panchayat Level. The VECs have been specifically assigned the responsibility of school construction, purchase of material and maintenance and repairs of school buildings. A joint bank account is maintained by the Gram Pradhan and the concerned Head Master, from which all payments for schools construction and other developmental activities are made. The VEC have also been given greater authority in monitoring school activities, EGSAS and ECCE management. VEC prepare Village Education Plan to promote enrolment and retention of children in schools.</p> <p>School management committees have been constituted in every school vide State Govt. order dated March 30, 2002. The SMC play an important role in enrolment drive, retention of children, free text book distribution and preparation of midday meal in primary schools.</p> <p>The MTA and Women motivator group are now known as "MAMTA group" are helping to VEC and SMC in enrolment retention of girl child in schools. They are now very clear about their role.</p>

## WEST BENGAL

### (1) Access, Enrolment, School Infrastructure and teachers' development

Issue	Answers
9 Access, Enrolment, School Infrastructure & Teachers' Deployment:	1.1 A considerable gap still exists in the way of achieving universal physical access in the primary sector of the 10 DPEP districts. The net enrolment of 5+ to 8+ age group population in the 10 DPEP districts in 2002-03 is 1446090 and the number of out of school children in mid-2003 was 95926. It is assumed that all these children would be enrolled in formal or alternative schools by the end of 2003. But there is lack of adequate infrastructure for providing these children with an ideal school-student ratio of 1:150. Moreover, the classroom and its sitting-space are also inadequate for enrolling the large number of children by 2003.
9 Convergence of funds for school infrastructure	1.2 There is a structured process pertaining to convergence of funds for school infrastructure including drinking water and toilet facilities at district and sub-district levels. The funds mobilized from Zilla Parishad is directly handed over to the local Panchayets for construction work in consultation with District Primary School Council. The funds from other resources, such as Rural Infrastructure Development Fund (RIDF) / BADP etc. are also transmitted through Zilla Parishad.
9 Convergence of funds for Toilet and Drinking Water facilities	1.3 In 3 of the 10 DPEP districts 'Total Sanitation Programme' (TSP) is being implemented in collaboration with UNICEF. Since the last 2 years District Officials got the plan approval on construction of composite drinking water and toilet facilities out of DPEP funds. There is also an initiative taken up at the state level as a gesture of convergence to utilize the scope of the national level programme "Swajal Dhara" - the drinking water facility to be implemented through Public Health Engineering Department (PHE).
9 Allocation of funds for school infrastructure development	1.4 The fund for construction work allocated to school sites is based on the final decision at the meeting of DPEP & SSA Committee of the concerned district. The decision of the committee is based on the facts and figures available through School Photography. SPIDAP - the software for assessing the infrastructural status and

		supplemented by the DISE report for the year has been helpful in this regard.
9	Requirement of Additional Teachers	<p>1.5 There are approximately 4011 schools with a PTR between 60:1 and 80:1, and approximately 5068 schools with a PTR more than 80:1. (District wise list of schools is given in annexure)</p> <p>The adverse situation of PTR is to be addressed through engagement of additional teachers based on contract. The School Education Department and West Bengal Board of Primary Education instructed the DPSCs of concerned districts to fill-up the existing vacancies.</p> <p>The ongoing programme on quality improvement, that is, the Integrated Learning Improvement Programme has the opportunity to recruit Voluntary Resource Persons from the locality for creating relatively better classroom transaction.</p>
9	Are there a significant number of underage children in grade – 1? What is being done to address this?	<p>1.6 It has been found while taking ECCE activities that a large number of young children, who are potential learners of Class – 1 is not covered through pre-schooling. Further the enrolment status of Grade – 1 children in primary schools indicates that there are a significant number of underage children in each DPEP district. The following strategies have been followed:</p> <ul style="list-style-type: none"> <li>* Convergence with other relevant departments such as WCD &amp; SW department</li> <li>* Conducting capacity building program</li> <li>* Providing technical support where necessary</li> <li>* Preparing information bank</li> <li>* Developing materials</li> <li>* Organizing campaign for pre-schooling</li> <li>* Encouraging linkage between primary schools and AWC</li> <li>* Encouraging time adjustment for both primary schools and AWCs for their smooth functioning</li> </ul> <p><b>Convergence :</b> As pre-schooling is looked after by the ICD project under the control of WCD &amp; SW Department, Working Group on ECCE has been formed having participants from both Departments and agreed upon on following convergence issues:</p> <ul style="list-style-type: none"> <li>* Providing TLM to AWCs. 30016 AWCs have received TLM support</li> <li>* Conducting pre-school training and TLM Sensitization program. 34442 AWCs have received TLM Sensitization and pre-school training</li> <li>* Preparing pre-school database</li> </ul>

	<p>* Provisional part funding to AWC construction</p> <p>Convergence with other departments are also established like Panchayet, Health and Family Welfare Departments and so on.</p> <p>District-wise consideration of Primary Schools reveals that some of them have no ICDS centre close to its' vicinity. As a result primary school students bring their young siblings of 3+ / 4+ years with them. The said group of under-age children attend Primary Schools as Junior Group in Class – I. In order to address this issue an attempt has been made to conduct School Readiness Program (SRP) in few selected areas of each district.</p>
9 EGS and formal schools	1.7 A Memorandum of Understanding has been signed between the Paschimbanga Rajya Prarambhik Shiksha Unnayan Sanstha and the Paschim Banga Rajya Sishu Siksha Mission (under the Dept. of Panchayet and Rural Development) in which it has been agreed that salary for 2 teachers for the Sishu Siksha Kendras (located beyond 1 km of a primary school) will be provided by PBRPSUS, while the remaining 2 will be provided by the Dept. of P & RD. The training of the Siksha Sahayikas have been taken up by PBRPSUS, in addition to a joint monitoring system and data collection for DISE.
9 Age wise assessment of out of school children.	1.8 As the updating of Child-Register is in process and also the special enrolment drive in the name of 'School Chalo Karmasuchi' (2003 being the final year for Universal Enrolment), is going on at the district and sub-district levels, the number of boys and girls of different age-groups who are out of school already assessed by the field level workers. The final compilation of age-wise assessment of Out of School Children has not yet been received by SPO.
	<p>As the district level and state level offices have already decided to initiate the activities among children inhabiting the backward blocks / panchayets, a disaggregated figure for Out of School Children is available for those areas.</p> <p>The state level and district level officials have launched a Bridge Course Programme – the programme for never enrolled overaged, or overaged dropped out children by involving the community leaders, NGOs, etc.</p> <p>The national level programme for education of girls at</p>

	<p>elementary level (NPEGEL) will also be utilised as a strategy for coverage of girl-children in the backward areas.</p>
<p>9 "Hardest to reach" children who are being addressed.</p>	<p>1.9 The population inhabiting the drought prone or flood prone areas are basically heterogeneous in nature. The inhabitants of South Bankura, the forest / undulating terrain of Purulia, the forest villages / tea-gardens of Jalpaiguri, the border areas of Kochbehar, Uttaranchal, Dakshin Dinajpur, Murshidabad and Malda and the Sundarbans of South 24 Parganas migrate in the lean period. So, there is no specific caste and creed or community to be identified for migration. In West Bengal, as in other states, the people mostly belonging to the BPL families or the minorities of different districts are used to emigrate from their locality to earn their livelihoods. As a result of continuous migration, the children of those families are the hardest to reach for coverage under elementary education.</p> <p>Access is a major problem for girls of the adolescent age group, since in most of the districts, one Upper Primary School is served by at least 5 – 6 Primary Schools, and the distance is a major factor. Setting up of Alternative Schools in the form of Madhyamik Siksha Kendras and State Open Schools in the form of Rabindra Mulik Vidyalaya is a major strategy for mainstreaming the girl-children. Moreover, many schools are still without the facility of a separate girls' toilet, which is why the learners as well as their parents are averse to sending their wards to school.</p> <p>The adolescent girls are also engaged in domestic chores, sibling care, household based cottage industries which often is a major impediment in the way of attending school regularly. In the rural areas of Bengal and some pockets of urban areas having dogmatic values, the community members do not like to send their adolescent girl-children to school.</p> <p>In municipal areas, it is observed that rural folks used to migrate in search of livelihood. Their children are engaged in rag-picking, hazardous job such as, hand production of crackers, bangles with their nimble fingers. In the tea-plantation area, most of the pluckers are female folks and their children, and in the border areas, they are engaged as informers for illegal trafficking.</p>

9 Strategies for enrolment of elder children	1.10 The initiative for Bridge Course Programme is to be taken up shortly throughout the state to cover the elder children and the successful candidates will be integrated in formal schools. Another opportunity through State Open School or Rabindra Mukta Vidyalaya will address the elder children through its open learning centers. But in urban pockets, the children living on streets or pavement dwellers, to be addressed through special Bridge Course Programme under Deprived Urban children intervention. A good example is the popular project Shikshalaya Prakalpo of Kolkata.
9 Specific steps for ensuring participation of children of religious minorities.	1.11 <ul style="list-style-type: none"> <li>• Leaders of religious minority communities have been involved to ensure greater participation of children from these communities. This special measure has been adopted in districts like Murshidabad and Uttar Dinajpur.</li> <li>• Special enrolment drive through School Chalo Karmasuchi has already been taken up in areas inhabited by the minorities.</li> <li>• Child register updation has been taken up enrolment and retention issues of the children belonging to minorities have been addressed. Thus it will also help supervision and monitoring.</li> </ul>

**(2) Mobilization, Attendance, complexion and databases for Planning**

Issues	Answers
➤ To assess if strategies for social mobilization have been effective especially in backward areas and among marginalized groups	2.1. The initiative pertaining to Social Mobilization is to be much more intensive in the pocket areas or fringe areas inhabited by people belonging to SC/ ST or other marginalized groups. Keeping the above view in mind, the special enrolment drive in the name of School Chalo Karmasuchi has been taken up 4 months back. Beside organizing mass rallies, processions etc. by involving people from every work of life in School Chalo Karmasuchi, the print media or the electronic media has effectively been utilized to propagate the message of DPEP/ SSA to reach remote areas throughout the state. The message on DPEP/ SSA including its success for the last two years has been released through advertisements in Kolkata based dailies such as the Anandabazar Patrika and Ganasakti etc. Simultaneously the DPO and its counterpart at the sub-district level also took initiatives on releasing advertisements to address out of school children scattered throughout the state in local tabloids.

	<p>A number of slogans on the issues of enrolment and retention particularly for the girls and children with special needs have been developed at state level and distributed throughout the state.</p> <p>This year, 26<sup>th</sup> September the day of Pandit. Iswar Chand Vidyasagar birth anniversary was observed as Maat Sachetanata Diwas throughout the state . On that day a number of group meetings with rural and urban folks particularly mothers was organized to assess the status of enrolment and retention of the school going children of the locality. In the said meetings the community also discussed the updating of village education registers and other issues.</p> <p>Two video conferences on addressing enrolment issues and also for the girl children inhabiting backward areas have been organized centrally and dignitaries of all educational districts from district Head Quarters participated.</p> <p>In all educationally backward districts, NPEGEL will be taken up as per the approval of MHRD.</p> <p>Besides posters, handouts etc. have also been placed at prominent places in the districts.</p> <p>Keeping the objective of universal enrolment in mind the DPEP/ SSA logo has been engraved in prominent places of each school.</p>
<p>➤ Monitoring of children's attendance and follow up action including children mainstreamed from bridge courses and other alternatives</p>	<p>2.2. The areas where VECs are least active, are in the process of being reconstituted after recent Panchayat elections.</p> <p>The Mother Teacher Associations (MTA) have already been constituted for each school to supplement the role and responsibilities of existing VECs and School Development Committee at the primary level.</p> <p>A number of noon workshops have been organized at CLRC level to activate VEC members on the issues of elementary education in their localities.</p>
<p>➤ Assessment of information relating to completion rates and its effective utilization</p>	<p>2.3. Attendance of children in schools are being closely monitored by members of Mother Teacher Association (MTA). A list of children having irregular attendance given to the members of the MTAs, who in turn follow up through House to House visits. This system has just been introduced and satisfactory feedback has been received from some of the districts.</p>
<p>➤ Updating of habitation level databases and their regular utilization, reconciliation with school records.</p>	<p>2.4. The pilot bridge course program in collaboration with UNICEF has recently been completed successfully and children from the programmes have been mainstreamed in the formal schools in this year. No problem pertaining to their ability with the learning requirement of higher classes has been received as</p>

yet.

2.5. The analysis of cohort study is used to see the comparative drop out, repetition, completion and promotion rates between boys and girls. This data is also used at district level to make a gradation of CLRCs and schools

### (3) Learning and Quality

Issues	Strategies and activities
➤ To assess if effective steps have been taken to ensure regular functioning of schools.	DPEP has made a vital difference in the whole process of functioning of schools in terms of retention and quality. Retention and quality depend not only on awareness building but also on the effective process of learning. The routine monitoring has undergone a significant change in the DPEP districts. Formerly the Sub-Inspector of Schools used to inspect schools as a routine work whereas nowadays they do the same job focusing on learning achievement of children. The major concern of the Sub-Inspector of Schools who acts as the Circle Project Coordinator of the concerned circle is now the improvement of the internal functioning of schools in terms of increasing rate of retention and better learning environment. In the whole process teachers' training and orientation along with continuous interactions with teachers has played a major role. The training of teachers is no more guided by a series of lectures. Rather it concentrates on identification of weak children, remedial teaching learning process, use of teaching learning material, group learning and a concerted evaluation programme along with teachers, children and community people. In this way all the children irrespective of their standard of competency are being addressed.
➤ Assessment of the state's concern about change in the classroom processes of teaching-learning and learning levels of children	In the formal system of education there are two types of evaluation – continuous comprehensive evaluation done by the individual schools and external evaluation done by the District Primary School Council at the end of Class II. Though these are all basically routine activities in the classroom process the regular functioning of the same has a greater impact on the policies of the primary education. Since, we have started quality improvement programme in the name of Integrated Learning Improvement Programme this office has also taken up continuous comprehensive evaluation as the only form of evaluation but the very nature and the technology of application has changed greatly. Moreover, in DPEP baseline assessment survey and other qualitative assessments are being made to know the status of quality improvement in the whole state. It is observed in this assessment that whenever the programme of



	<p>quality improvement has been taken at micro level it produced results.</p>
<p>➤ To assess if equity issues in quality and learning are being adequately addressed</p>	<ul style="list-style-type: none"> <li>✘ Textbooks are developed keeping equity issues in mind. The illustrations broadly put in the textbooks and the principles of curriculum are carefully incorporated keeping the gender issues in mind.</li> <li>✘ All the modules of the teachers' training have been translated into Hindi, Urdu and Nepali.</li> <li>✘ Textbooks are also published in different languages like Nepali, Hindi, Urdu, Oriya etc, and in Alchiki script.</li> <li>✘ The textbooks of History and Geography comprise different items which speak in favour of communal harmony, religious co-existence and tolerance.</li> <li>✘ The teachers are trained on gender issues which has helped them to arrange an effective classroom transaction for girls.</li> <li>✘ Nearly 4000 Mother Teacher Associations (MTA) have been formed and this has helped the teachers and the community to establish an effective process with regard to gender sensitivity in the classroom and at home. Attendance of children in schools are being closely monitored by the members of MTA. A list containing names of irregular children is given to the members of MTA who in turn follow-up these children through house to house visit.</li> </ul>
<p>➤ To understand if work on quality issues has been taken up in a decentralised, differentiated manner</p>	<ul style="list-style-type: none"> <li>✘ Modules for the teachers are generally developed at state level in a uniform way.</li> <li>✘ Yet the district has the liberty to chalk out the training of teachers for a limited period. Here they design the modules as per the demand of the teachers of the concerned district.</li> <li>✘ The Circle Resource Centres (CLRC) arrange regular interactions and sharing workshops along with the teachers within the same jurisdiction where the participants discuss and make decisions on certain areas of teaching learning.</li> <li>✘ Though the CLRC functioning was not started in a fledged manner, the RTs and CPCs of CLRC and Circle Resource team members monitor the schools regularly and forward their observation to the higher authorities.</li> </ul>
<p>➤ To assess the effectiveness of the functioning of BRC-CRCs especially their linkages with DIETs and their preparedness for taking up work at the upper primary level</p>	<ul style="list-style-type: none"> <li>✘ Out of 19 DIETs proposed in West Bengal only 13 DIETs have their buildings but no DIET has yet started functioning due to certain administrative reasons.</li> <li>✘ But each DPEP district has Circle Resource Centre (CLRC) having a room for holding workshops of teachers. The CLRC and the CPC in-charge of CLRC continue training and monitoring of the teachers regularly.</li> <li>✘ There is no SIEMAT at the state level at this stage though there is a state resource group on pedagogy which frequently</li> </ul>

	<p>meets together and develop modules for the teachers.</p> <p>⊗ Till this date very few districts have started CRC, though the modules for the CRC functioning and training of RTs and CPCs have been designed. By November all the districts will be able to complete the process of appointments of RTs and the selection of Cluster Resource School for this activity.</p>
<p>➤ Are effective mechanisms in place for quality monitoring and follow-up for EGS and other alternative intervention</p>	<p>⊗ For the centres under EGS and AIE scheme no such monitoring mechanism has been developed though at the district level the district support team members were appointed to monitor the bridge course centres for the concerned district.</p> <p>⊗ It is incorporated in the modules of the training of RTs of CRC that all the centres under EGS and AIE will be locally monitored by the RTs of the concerned CRC, the cluster coordinator and the team to be formed along with the existing and retired teachers at the CRC level.</p>
<p>➤ To assess the adequacy of the orientation programmes for para teachers.</p>	<p>⊗ Though in the AWP&amp;B 2003-04 the appointment of contract teachers is sanctioned this office has yet not stated the process due to certain reasons at the administrative level.</p> <p>⊗ But in Integrated Learning Improvement Programme (ILIP) each school is having a VRP (Voluntary Resource Person) who is basically a community para teacher. The training of these VRPs are being adequately done at CLRC level.</p>

#### (4) Project Management

<p>➤ To assess if effective steps have been taken to ensure complete convergence of the implementation arrangement with the mainstream educational administration</p>	<p>⊗ Both at the State level and at the districts there is ample scope of convergence of opinion, ideas, schemes and activities at different levels of this project. At the state level there is the General Council headed by the Chief Minister and the Executive Committee headed by the Principal Secretary, Deptt. of Education. Moreover, there is a core committee consisting of 8 members which comprises the representatives of WBBPE, WBBSE, WBBME, SCERT, Rabindra Mukta Vidyalay, Directorate of School Education, UNICEF and the State Project Office. Moreover, there is a Task Force Committee consisting of heads of different govt. departments like P&amp;RD, Deptt. of Urban Development, Deptt. of Women and Social Welfare etc. This committee concentrates on certain issues of school health sanitation and infrastructural development.</p>
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	<ul style="list-style-type: none"> <li>✗ At the district level apart from the District SSA Committee, there is a Book Review Committee working on the selection of reading material of children, a Purchase Committee dealing with different purchases of the office and district resource groups of different components such as gender issues, pedagogy. IED etc. Representatives of different organisations and departments are the members of the above-mentioned committees. These committees and groups frequently meet together to take certain decisions on the smooth functioning of the project. These teams work under the guidance and supervision of the District SSA Committee though the minutes of the meetings of these committees and groups are given due importance in case of implementation.</li> <li>✗ At the block level there is no team constituted though at the CLRC level there are circle resource teams comprising retired teachers, literacy volunteers and existing resource persons of different training programmes. They under take programme monitoring and supervision under the guidance of the Circle Project Coordinator.</li> <li>✗ In the project structure there is close linkage between the project personnel and PRI representatives. VEC/WEC has Chairman who is essentially the elected member of Gram Panchayat or Municipality. At the district level, the Sabhadhipati is the Chairman of the District SSA Committee. Almost all campaign activities are being undertaken by the team directly linked with PRI. Moreover, monitoring and supervision of project activities at the block and gram sansad/ward level is also being done by the personnel linked with PRIs and municipalities.</li> </ul>
<ul style="list-style-type: none"> <li>➤ To assess the capacity and extent of autonomy available at district levels</li> </ul>	<p>The district level teams or groups are not autonomous in their functioning though they can take decisions independently and recommend the same to the next higher authority who in turn can give due weightage to their interactions and decisions.</p>

**(5) Status of Programme Implementation****WBDPEP**

Year-wise Budget, Fund Receipt &amp; Expenditure incurred since inception till 30.09.2003

**Phase - I (Existing)**

Rs.in Lakhs

Year	AWP&B	Opening Balance	Fund Receipt		Total	Total Expenditure	Closing Balance	% of Expenditure on AWP&B	% of Expenditure on Receipt of the relevant year
			GOI	GoWB					
1998	1648.14	0.00	1450.00	297.00	1747.00	719.61	1027.39	44	41
1999	4085.40	1027.39	1110.00	75.00	2212.39	1704.15	508.24	42	144
2000	6421.73	508.24	2592.79	537.32	3638.35	2856.50	781.85	44	91
2001	6818.00 (Revised)	781.85	3362.00	533.82	4677.67	3782.03	895.64	55	97
2002	5585.60 (Revised)	895.64	2000.00	412.41	3308.05	2289.64	1018.41	41	95
2003	9454.01	1018.41	3250.00	573.53	4841.94	3821.68	1020.26	40	100
2003-03)	7969.82	1020.26	1000.00		2020.26	1129.78	890.48	14	113
<b>Total</b>	<b>41982.70</b>		<b>14764.79</b>	<b>2429.08</b>	<b>22445.66</b>	<b>16303.39</b>		<b>39</b>	<b>95</b>

**Phase - II (Expansion)**

Rs.in Lakhs

Year	AWP&B	Opening Balance	Fund Receipt		Total	Total Expenditure	Closing Balance	% of Expenditure on AWP&B	% of Expenditure on Receipt of the relevant year
			GOI	GoWB					
2001	3723.97	--	1000.00	176.46	1176.46	606.81	569.65	16	52
2002	5035.37	569.65	2200.00	388.23	3157.88	2068.75	1089.13	41	80
2003	7738.84	1089.13	3100.00	547.06	4736.19	2815.43	1920.76	36	77
2003-03)	9986.60	1920.76	500.00		2420.76	686.91	1733.85	7	137
<b>Total</b>	<b>26484.78</b>		<b>6800.00</b>	<b>1111.75</b>	<b>7911.75</b>	<b>6177.90</b>		<b>23</b>	<b>78</b>

**West Bengal, DPEP (Phase-I) - Consolidated Interventionwise Expenditure Statement  
since inception upto 30th September, 2003**

Existing districts : SPO, Bankura, Birbhum, Murshidabad, Cooch Behar & South 24  
Parganas

Rs. lakhs

Major Interventions	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	Total Expenditure
Project Management	88.82	113.32	193.86	181.41	154.82	178.75	87.26	998.24
Planning & Management			3.72	2.57	3.22	4.30	1.22	15.03
Civil Works	159.64	1064.68	1865.68	1673.30	246.49	984.70	411.76	6406.25
Pedagogy	458.42	431.00	373.72	1345.46	1349.71	1313.81	355.68	5627.80
Girls' Education			5.19	21.87	30.74	45.54	20.78	124.12
Early Childhood Care Edn.		0.06	1.62	5.32	9.88	94.85	4.83	116.56
Research & Studies	1.29	3.60	32.41	23.02	51.53	16.73	10.53	139.11
Innovation			5.83	35.01	0.01	0.00	0.02	40.87
Community Mobilisation	11.44	32.39	53.39	239.23	201.59	220.69	65.67	824.40
Alternative Schooling			164.01	40.13	21.91	766.34	110.16	1102.55
House to House Survey			95.53	115.69	11.00	1.00	0.00	223.22
Media & Documentation			34.54	31.15	27.51	17.46	2.04	112.70
Distance Education Prog.			2.23	5.93	10.74	2.04	0.00	20.94
Integated Edn. for Disabled		1.56	8.64	29.56	59.36	96.54	33.23	228.89
Management Info. System			13.13	32.38	38.84	33.92	10.36	128.63
Expansion Cell		57.54	3.00				0.00	60.54
Shikshalaya Prkalpa					72.29	45.00	16.24	133.53
<b>Total Expenditure (TE)</b>	<b>719.61</b>	<b>1704.15</b>	<b>2856.50</b>	<b>3782.03</b>	<b>2289.64</b>	<b>3821.67</b>	<b>1129.78</b>	<b>16303.38</b>
<b>AWP&amp;B</b>	<b>1648.14</b>	<b>4085.40</b>	<b>6421.73</b>	<b>6818.00</b>	<b>5585.60</b>	<b>9454.00</b>	<b>7969.82</b>	<b>41982.69</b>
<b>Total Receipt (TR) from GOI &amp; GoWB</b>	<b>2247.00</b>	<b>1377.79</b>	<b>3037.32</b>	<b>3295.82</b>	<b>2412.41</b>	<b>3823.53</b>	<b>1000.00</b>	<b>17193.87</b>
<b>Baseline Cost (BLC) as approved by EFC</b>							*	<b>19630.29</b>

\* GOI sanctioned the amount in March'03 i.e.F.Y.2002-03 but SPO received in Apr'03 i.e.F.Y.2003-04

**West Bengal, DPEP (Phase-II) - Consolidated Interventionwise Expenditure Statement  
since inception upto 30.09.2003**

Expansion districts : SPO, Jalpaiguri, Uttar Dinajpur, Dakshin Dinajpur, Malda & Purulia

					Rs. lakhs
Major Interventions	2000-01	2001-02	2002-03	2003-04	Total Expenditure
Project Management	65.15	220.64	202.27	78.34	566.40
Planning & Management	1.14	10.12	5.82	0.63	17.71
Physical Works	298.45	1031.51	1231.66	262.19	2823.81
Pedagogy	72.17	548.65	698.67	115.46	1434.95
Adult's Education	0.25	6.40	15.36	18.72	40.73
Early Childhood Care Edn.	0.00	1.75	34.50	7.29	43.54
Research & Studies	2.78	17.20	13.83	3.38	37.19
Innovation	0.00	0.01	0.31	0.11	0.43
Community Mobilisation	10.71	116.96	86.08	58.37	272.12
Alternative Schooling	0.01	11.92	428.73	109.86	550.52
Door to Door House Survey	20.64	0.00	0.00		20.64
Media & Documentation	3.31	52.62	15.32	1.33	72.58
Distance Education Prog.	0.00	4.47	0.00		4.47
Integrated Edn. For Disabled	0.29	24.37	26.93	17.05	68.64
Management Information Sys.	6.51	22.13	55.95	14.18	98.77
Expansion Cell		0.00			0.00
	1.50	0.00			1.50
<b>Project Activities</b>	123.90	0.00			123.90
<b>Total Expenditure (TE)</b>	<b>606.81</b>	<b>2068.75</b>	<b>2815.43</b>	<b>686.91</b>	<b>6177.90</b>
<b>P&amp;B</b>	<b>3723.97</b>	<b>5035.37</b>	<b>7739.00</b>	<b>9986.60</b>	<b>26484.94</b>
<b>Total Receipt (TR) from &amp; GoWB</b>	<b>1176.47</b>	<b>2588.23</b>	<b>3647.06</b>	<b>500.00</b>	<b>7911.76</b>
				*	
<b>Line cost (BLC) as provided by EFC</b>					<b>21427.96</b>

GOI sanctioned the amount in March'03 i.e.F.Y.2002-03 but SPO received in Apr'03 i.e.F.Y.2003-

04

(6) List of 3 important achievements in order of priority since last JRM

Achievement no. -1	<b>School Chalo Karmasuchi</b> : - 31 <sup>st</sup> Dec. 2003 being the last date of enrollment of all out of school children in the age group of 5+ to 13+ , Govt. of West Bengal took an all pervading campaign programme all over the state to enroll the above children in the formal and non-formal system of education. 30 <sup>th</sup> Sept. was the last date for enrolment. By this time nearly 4 lack children were admitted to the schools or SSKs. of the ten DPEP districts at the primary and upper primary level. The whole programme consists of cultural programmes various level orientation and sensitization and observance of the enrollment day and updation of child register. At the end of this programme all the sub-offices of the project have had a list of the out of school children who will be covered under EGS/AIE scheme in the month of Nov. and Dec. this programme has got a wide media coverage all over the state as well the nation.
Achievement no.-2	<b>Mothers Awareness Day</b> : - 26 <sup>th</sup> November is the birth anniversary of Pt. Iswarchandra Vidyasagar who is the father of Bengali literature and the pathfinder of the reading materials for early grade child's learning in Bengali. This year in this date all the VECs and WECs organised processions, meetings, and group discussions along with the children, mothers and panchayat members on formation of Mother Teacher Association, home care and regular attendance of the children in the school. This had a wide impact on the performance of DPEP and SSA.
Achievement no.-3	<b>Quality Improvement in class III &amp; IV</b> : - A pilot project for improvement of reading, writing and arithmetic skills of pupil was taken up in nearly 700 schools of 10 DPEP districts. Here a graded teaching learning material for improvement of learning of the children have been designed and tried out in different schools. The impact of this study is satisfactory. SPO is ready to launch this programme in 700 schools from 1 <sup>st</sup> Dec. 2003.

**(7) Change in the quality of classroom transaction has been slow almost everywhere?  
What should be done to change this situation?**

Issues	Achievement
<p><b>Slow change in quality of classroom transaction</b></p>	<p>Only training of teachers cannot change the quality of education in the classroom. It requires experiment, specially designed classroom arrangement, adequate resource support in the form of teaching learning material, adequate technical know-how on the application of those materials and an effective monitoring on behalf of resource centres at the sub-district level. From the beginning of DPEP very slow progress in quality improvement is observed because of a lack of holistic perception of quality in the classroom process. But with the march of time this office has had a huge experience on the efficacy of quality initiatives. At this stage SPO as well as all DPOs of 10 DPEP districts are taking some definite initiatives on quality.</p> <ul style="list-style-type: none"> <li>- All the training programmes are being designed in such a way that a teacher can impart lessons keeping an individual in focus.</li> <li>- Special quality improvement initiative (the ILIP programme) has been spread out all over the state covering almost 3500 schools in all.</li> <li>- Different pilot projects have been taken up to spread the quality improvement programme mentioned above. Among these pilot projects there are initiatives taken up to extend the programme of ILIP to Classes III &amp; IV and programmes such as SLIP+, a SSA-UNICEF initiated collaboration in 4 districts.</li> <li>- Moreover, with the emergence of Cluster Resource Centres (CRC) the monitoring and supervision will be channelised in the light of the above mentioned micro level quality improvement programmes.</li> </ul>

**(8) List 3 most important problems that are hindering the achievement of UEE in your state?**

<p><b>Hindrance no. 1</b></p>	<p><b>Slow progress in capacity building of institutions and personnel</b></p> <ul style="list-style-type: none"> <li>- In spite of all efforts capacity building both at the state and at the district level could not be achieved to the</li> </ul>
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	desired levels because of the absence of DIETs and SIEMAT.
<b>Hindrance no. 2</b>	<p><b>Lack of proper convergence at different levels</b></p> <ul style="list-style-type: none"> <li>- Though there is a system of interaction among different agencies and departments, a proper convergence could not be made keeping in view the interest of all the children in the targeted age group. This requires much more attention of policy makers.</li> </ul>
<b>Hindrance no. 3</b>	A number of children will remain untouched in terms of retention and quality in spite of sincere efforts of the project officers.

District	No. of School		
	<60 PTR	>=60 and <80 PTR	>= 80 PTR
ANKURA	3177	197	84
ARBHUM	1887	295	179
ARAH BIHAR	1253	378	170
ARSHIDABAD	1398	716	1054
EAST TWENTY FOUR PARGANA	1498	765	1278
<b>Phase - I Total</b>	<b>9213</b>	<b>2351</b>	<b>2765</b>
BAIKSHIN DINAJPUR	931	159	93
BARPAIGURI	949	444	567
BARLDHAH	996	371	504
BARULIYA	1919	454	377
BARHAR DINAJPUR	443	232	762
<b>Phase - II Total</b>	<b>5238</b>	<b>1660</b>	<b>2303</b>
<b>DPEP Total</b>	<b>14451</b>	<b>4011</b>	<b>5068</b>
BARDDHAMAN	3528	322	94
BARJILING	569	93	91
BARORA	1396	351	259
BARGLI	2019	431	380
BARLKATA	1063	121	81
BARLDIA	1565	433	472
BARLTH TWENTY FOUR PARGANA	2116	657	842
BARSCHIM MEDINIPUR	4047	384	149
BARRBA MEDINIPUR	2430	532	245
BARLIGURI	238	78	60
<b>Non- DPEP Total</b>	<b>18971</b>	<b>3402</b>	<b>2673</b>
<b>Grand Total</b>	<b>33422</b>	<b>7413</b>	<b>7741</b>

## JHARKHAND

ISSUES	QUESTIONS / ANSWERS
<p><b>1. Access, enrolment, school infrastructure and teachers' deployment:</b></p> <p>Progress towards universalizing physical access as per norms at the primary level and planning for upper primary stage</p> <p>Convergence of funds for school infrastructure, including drinking water and sanitation facilities</p> <p>Assessing requirements for additional teachers or their redeployment</p> <p>Assessing the progress towards universal enrolment and projections for the next one year</p> <p>Assessing progress towards inclusion of 'hard to reach children'</p>	<p>1.1 Has universal physical access been achieved? If not, what is the gap? Any major constraints in achieving this goal?  <b>Ans: The district had planned for open Education Guarantee Scheme in 422 un-served habitations. The districts have achieved this target.</b></p> <p>1.2 Is a mechanism in place for converging funds under different programmes of education department and other departments that have provision for school infrastructure grants? What are these?  <b>Ans: The Deputy Commissioner is the Chairperson of the district level executive committee with officers from concerned departments. Consequently the fund for school infrastructure get converged at the district level.</b></p> <p>1.3 What is the plan for ensuring universal coverage of drinking water and sanitation facilities in all primary schools? By when would this be possible? Have 'basic learning conditions' within a fixed timeframe?  <b>Ans: Total Sanitation Campaign (TSC) is ensuring drinking water and sanitations facilities in all schools. As an additionally, the aforesaid facilities are being provided from DPEP.</b></p> <p>1.4 Is there any mechanism of ensuring that funds for civil works are allocated on a need based prioritization of schools?  <b>Ans: Schools are prioritized on the basis of factors like no. of children, number. of girls existing number of classrooms etc.</b></p> <p>1.5 How many schools district-wise have PTRs between 60:1 and 80:1 and those with PTRs above 80:1? How is this situation proposed to be improved?  <b>Ans: There is no schools with a PTR between 60:1 and 80:1. The recruitment of 4778 regular teachers and 6590 Para teachers in government schools. The PTR would around 40:1 in all the district.</b></p> <p>1.6 Are there a significant number of underage children in Grade I? What is being done to address this?  <b>Ans: Only a small figure of 11,707 under age children were enrolled in over 10,050 schools in DPEP districts. The need of such children is being addressed by providing ECE Centres in 1 KM radius, location of ICDS/ ECE centres in the school. In DPEP districts 1220 ECE Centres and 340 Bal Jagjagi Centres have been opened to address the need of younger children.</b></p> <p>1.7 What is the plan for conversion of EGS schools into formal schools? Is there a forward looking strategy for Para teachers?  <b>Ans: The matter was discussed in Project Approval Board's 49<sup>th</sup> meeting</b></p>

dated 28-07-2003 the suggestion given by the GOI to upgrade EGS School, into formal school is under consideration.

1.8 What is the age-wise assessment of number of out of school children (boys, girls)? Have disaggregated figures been analyzed to locate blocks, panchayats and villages with a large number of out of school children? How are such areas being targeted? What is the projected out of school child population of children, age-wise by mid 2004?

**Ans: The districts are targeting the goal of 100% enrollment. The schools having achieved the target of 100% enrolment are honored with 'SSA Flag' as a make of transparency and also for public knowledge. So far 996 schools have hoisted SSA Flag. Total out of school children in age group 6-11 and 11-14 are 1,00,411 and 2,06,665 respectively. The districts have located the Village Panchayat and block having target number of out of school children. Bridge courses in large number are being set up to enroll the elder children.**

1.9 List the groups of "hard to reach" children who are being addressed, the strategies and the numerical coverage. These could include children who migrate, adolescent girls, children working for wages or bonded laborers, street children etc.

**Ans: The groups of 'hard to reach' children being addressed by the project are slum children, platform children, street children, working children, adolescent girls etc., urban deprived children (slum children/street children/working children) number 11,686 have been enrolled in Alternative schools mainly the preemies of 'Private Schools' in partnership with private schools, corporate sector, NGO's etc. Similarly, platform children number 369 have been linked to education by setting up 'Drop in centres' in association with railway authorities, administration and NGOs' Residential camp schools, Mahila Shikshan Kendra, Jagjagi Centres etc. Cater the need of 6,715 adolescent girls in DPEP districts.**

1.10 What strategies are in place for elder children in the 11-14 years age group? Many states have had serious problems in inclusion of elder children. What is the experience of your state?

**Ans: The main strategies for mainstreaming elder children in the 11-14 years age group is bridge courses (both non-residential and residential). We have a planned study on this intervention which among other themes will give information on problems of including elder children in bridge courses.**

1.11 What specific steps have been taken to ensure greater participation of children of religious minorities? Is there a separate town/city level plan for all the major town/cities in DPEP districts? Are these plans

	<p>separately budgeted and monitored?</p> <p><b>Ans: In Jharkhand, under DPEP various steps have been taken up to ensure greater participation of children in school. Notably we have expanded schooling facilities or small pockets of minorities by opening of EGS/AIE centres and camp school. Awareness campaign through VECs are also being organized successfully. Children of releases minority are given book in Urdu under free distribution of books. In school we have incorporated weekly co-curricular activities to attract and motivate child and community. Organization of co-curricular activities at school in a week, district and state level in a month, enrolment and retention of girls SC/ST and other deprived section has increased.</b></p> <p><b>The annual work plans are prepared at district level addressing the specific problem and issues for universalisation of elementary education of primary education in town. However, no city or town wise plan are prepared under DPEP.</b></p>
<p><b>Mobilization, attendance, completion and databases for planning</b></p> <p>To assess if strategies for social mobilization have been effective, especially in backward areas and among marginalized groups</p> <p>Monitoring of children's attendance and follow-up action, including children mainstreamed from bridge courses and other alternatives</p> <p>Assessment of information relating to</p>	<p>2.1 In the assessment of the state, is social mobilization adequate in every district? How is the mobilization process being made effective in disadvantaged and marginalized areas and groups e.g. scheduled caste and tribal areas, minority dominated areas, remote forest, hilly and border areas? What needs to be done to enhance the demand for education in such areas?</p> <p><b>Ans: In DPEP community mobilization is an important intervention to achieve the goal of universalisation of primary/elementary education. Through community mobilization we make people aware about universal enrolment, cent percent attendance, retention till completion etc. Jharkhand Education Project under DPEP has introduced 9 days campaign based training module for community empowerment aiming at achieving community participation in school's achievement. The module is in shape of package as per the need of area specific i.e., geographical, economical, social and other difficult condition. It covers mobilization, house hold survey, habitation level planning and preparation and updation of village education register. It is observed that after the implementation of above module our reach has become possible even in remote areas.</b></p> <p><b>Village education committee has become powerful to monitor going on activities. Participation of women and marginalized classes in school activities has become satisfactory.</b></p> <p><b>Now people are aware the present status of out of school children and also they are making plan for universal enrolment/retention.</b></p> <p>2.2 Areas that have the greatest need for community awareness and involvement are seen to be areas where institutions like VECs and School Committees are the least active? What is being done to improve</p>

<p>completion rates and its effective utilization</p> <p>* Up dating of habitation level databases and their regular utilization, reconciliation with school records.</p>	<p>this situation?</p> <p><b>Ans: Jharkhand State is socially &amp; geographically different from other states. Some parts of Jharkhand bear the brunt of extremism. Therefore keeping all such aspects in mind JEPC introduce intensive community mobilization programme by involving VEC &amp; PEC at each level of programme implementation. We are imparting 5, 7 &amp; 9 days training to VEC members to ensure their participation and play a role of manager in school management. At the same time a radio programme "Navabihan" is relayed weekly for interaction with and empowerment of VEC.</b></p> <p>2.3 Is attendance of children being monitored? How? What corrective action is taken at the school level and by the community? Is the arrangement satisfactory?</p> <p><b>Ans: Record of attendance is maintained in all schools. Attendance is monitored by the VEC and CRC Schools/Centres where worksheet has been introduced. The worksheet becomes the tool of daily monitoring.</b></p> <p>2.4 What is the state's experience in attendance of children who have been mainstreamed from bridge courses? Are they able to cope with the learning requirements of higher classes? What problems have been identified in the successful retention of mainstreamed children?</p> <p><b>Ans: Studies are being planned to get feed back on issues raised.</b></p> <p>2.5 Has a school-wise cohort analysis been conducted? How is it being used? Are schools being encouraged to look at their transition rates and reduce repetition and dropout?</p> <p><b>Ans: Dumka district has conducted cohort analysis in selected CRCs. The findings have been shared with VEC/School and schools are being encouraged to reduce repetition and drop-out.</b></p>
<p><b>3. Learning and Quality</b></p> <p>* To assess if effective steps have been taken to ensure regular functioning of schools.</p> <p>* Assessment of the state's concern about change in the classroom processes of</p>	<p>3.1 Is the focus now squarely on outcomes like changed classroom processes and learning of children? How is this focus (as opposed to a routine monitoring of quality inputs) put in practice? How is the message of accountability for learning by all children being communicated and pursued?</p> <p><b>Ans. A workshop on 'Quality' facilitated by the World Bank was attended by the teachers, members of VEC, project personnel and block education extension officer. The concept on 'Quality' was articulated shared and discussed in that workshop. The focus is learning of children and classroom processes. Based on the concept so articulated, training modules have been prepared and methodology has been revised. The changed methodology comprises on job classroom based training, pretest, post test etc., curriculum coverage plan teacher development plan,</b></p>

teaching-learning and learning levels of children.

\* To assess if equity issues in quality and learning are being adequately addressed

\* To understand if work on quality issues has been taken up in a decentralized differentiated manner.

\* To assess the effectiveness of the functioning of BRC-CRCs especially their linkages with DIETs and their preparedness for taking up work at the upper primary level.

\* Are effective mechanisms in place for quality monitoring and follow up for EGS and other alternative interventions

\* To assess the adequacy of the orientation programme for para teachers?

**introduction of worksheets etc., are exercises towards changing the classroom processes and improving the learning of children. Further, life skill based science module aims at attitudinal changes. Co-curricular activities at different level's and 'yogabhyas' have been introduced to psychomotor and attentive domain respectively.**

**Teacher development register, worksheets, tools for monitoring quality are the measures initiated by DPEP Jharkhand to ensure accountability for learning by all children.**

3.2 How clear is the understanding, how strong is the conviction about the nature of change being brought about in classrooms? Is the focus of all district and block, sub-block personnel clearly on learning of children?

**Ans. A workshop on 'Quality' facilitated by the World Bank was attended by the teachers, members of VEC, project personnel and block education extension officer. The concept on 'Quality' was articulated shared and discussed in that workshop. The focus is learning of children and classroom processes. Based on the concept so articulated, training modules have been prepared and methodology has been revised. The changed methodology comprises on job classroom based training, pretest, post test etc., curriculum coverage plan teacher development plan, introduction of worksheets etc., are exercises towards changing the classroom processes and improving the learning of children. Further, life skill based science module aims at attitudinal changes. Co-curricular activities at different level's and 'yogabhyas' have been introduced to psychomotor and attentive domain respectively. Teacher development register, worksheets, tools for monitoring quality are the measures initiated by DPEP Jharkhand to ensure accountability for learning by all children.**

3.4 Is the issue of equity in learning being addressed? What steps have been taken to ensure that poorly performing children get adequate attention in classrooms?

**Ans. Equity issues in learning is being addressed by introduction of worksheet and monitoring of quality indicators. Test study on impact of worksheets shows that the percentage of poorly performing children of Class-I got reduced from 70 % to 37 % in case of math and from 64 % to 41 % in language.**

3.5 What is the extent of parental involvement in learning issues of their children?

**Ans. The VEC are required to have 50% of their members form among the parents. New module developed for VEC training and their role in monitoring the quality indicators help increase the parental involvement in learning issues of their children.**

3.6 Has there been adequate work on curriculum, textbook revision, teacher training in minority languages of instruction? How has the issue of learning of children with a mother tongue very different from the language of instruction been addressed?

**Ans. The Government has adopted CBSE curriculum and NCERT textbook to right from Class-I language books in urdu is being made available to students. Similarly, the project has undertaken the work of preparing bridge course materials in five tribal languages so that children could be smoothly switched over from mother tongue (tribal language) to medium of instruction (Hindi)**

3.7 Has there been any comprehensive assessment of reading abilities of children in different grades at the primary level? Findings? Is there clear linguistic mapping available to show the language situation in every part of the state?

**Ans. Study on assessing the reading abilities of children in different grades is being planned.**

3.8 Have individual DIETs taken up significant academic work for implementation for their districts e.g. introducing contextual elements in the curriculum through teachers' orientation, supplementary material for teachers and students that include the culture, folklore local traditions, socio-economic analysis etc. in areas that are differently situated/people e.g. hilly and forest areas, ethnic minorities etc.?

**Ans. District Institute of Education Training (DIET) Ratu, Ranchi has taken up significant academic work like preparation of remedial in math, curriculum coverage plan, worksheets, script radio-programmes etc.**

3.9 Are teacher training uniform for the entire state?

**Ans. The module for training teachers in math, science & English as well as that for community teachers is uniform. At the same time the districts are encouraged to include local specific elements in the teachers training modules.**

3.10 How strong and institutionalized are the linkages of BRCs and CRCs with DIETs and what is their (DIET\_BRC\_CRC) preparedness for taking up work at the upper primary level.

**Ans. CRCs are closely link to respectively BRCs and the coordinator of CRC work as trainers for training teachers at BRC level. BRCs providing academic support to CRC. The training on preparation of TLM and other areas relevant to specific need of the district are provided by the DIET with their resource support of experts.**

3.11 What are the mechanisms in place for quality monitoring and follow



up on quality issues including learning of children for EGS and other alternative interventions.

**Ans. A well let quality monitoring mechanism has been developed. The CRCCs/BRCCs have been trained and the training of teachers is underway. The process ensures the monitoring at school, CRC, BRC, district and state level. The process covers the EGS centres also.**

3.12 What is the duration of induction and recurrent training programmes for para teachers? What is the mechanism for regular academic support to them?

**Ans. Para teachers are given 10 days training, CRCs and BRCs provide the follow up support. Further, Para teachers are being enrolled in distance education course (Certificate in primary education) of IGNOU.**

3.13 What major changes have been implemented in all schools relating to pupils' assessment? Do these changes further the overall vision of pedagogic changes which is being pursued in the state?

**Ans. Curricular linked worksheets and weekly test papers from class I to V are designed by BRC-RPs, CRCC at CRC level with the support of DIET faculty and SRG members and they provide cyclostyle copies to all schools once in a month i.e. on the day of recurring training of teachers at CRC. The worksheets thus designed at CRC would be in used for next weeks. Each school has to conduct weekly test (On any one subject every week). Each child thus have one folder at every folder carries the weekly test sheet/worksheet duly checked by his/her teacher.**

#### **4. Project Management**

\* To assess if effective steps have been taken to ensure complete convergence of the implementation arrangement with the mainstream educational administration.

\* To assess the capacity and

4.1 What changes have been made to ensure this convergence? What more needs to be done to achieve this integration?

**Ans. Convergence with mainstream education system is inbuilt in the system. The education secretary and director primary education are members of the state executive. Similarly, the District superintendent of education and District education officer are the members of "Zila Karyakarni" and district task force. The block education officer as the ex-officio coordinator of the BRC.**

4.2 Are the district teams fairly autonomous? Is there a functional and active block team? What is its composition? What kinds of decisions can it take?

**Ans. The district are the unit of planning and plan implementation. Autonomy has been provided to district under DPEP through structures like "Zila Karyakarni" and District task force. Similarly sufficient administrative and financial power has been delegated at**

<p>extent of autonomy available at district levels.</p>	<p><b>the district level to carry out the programme.</b></p> <p>4.3 What is the interface with PRIs with the programme at the district and block levels?</p> <p><b>Ans. PRIs are not in place as panchayat election has not been held.</b></p>																																			
<p><b>5. Status of Programme Implementation</b></p> <p>* To assess the physical and financial progress made against the goals set at the time of commencement of programme.</p> <p>* Status of fund releases from states and GOI.</p> <p>* Comparison between actual expenditure and original budgeted amount and analysis of shortfalls in fund utilisation.</p>	<p style="text-align: center;"><b><u>Position of GOI and State Share releases :Year- 2003-2004</u></b></p> <p style="text-align: right;"><b>(Rs. in lakhs)</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Date of receipt</th> <th style="text-align: right;">Fund From GOI</th> <th style="text-align: right;">Fund From GOJ</th> <th style="text-align: right;">TOTAL</th> </tr> </thead> <tbody> <tr> <td>6/8/2003</td> <td style="text-align: right;">1000.00</td> <td></td> <td style="text-align: right;">1000.00</td> </tr> <tr> <td>1/10/2003</td> <td style="text-align: right;">1150.00</td> <td></td> <td style="text-align: right;">1150.00</td> </tr> <tr> <td>19/09/2003</td> <td></td> <td style="text-align: right;">728.06</td> <td style="text-align: right;">728.06</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: right;"><b>2150.00</b></td> <td style="text-align: right;"><b>728.06</b></td> <td style="text-align: right;"><b>2878.06</b></td> </tr> </tbody> </table> <p style="text-align: center;"><b><u>EXPENDITURE : ( 1.04.2003 to 20.11.2003)</u></b></p> <p style="text-align: right;"><b>( Rs.in lakhs)</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Year</th> <th style="text-align: right;">Approved budget</th> <th style="text-align: right;">Expenditure (As per claim reimbursement)</th> </tr> </thead> <tbody> <tr> <td><b>2003-2004</b></td> <td style="text-align: right;"><b>11191.754</b></td> <td style="text-align: right;"><b>3607.259</b></td> </tr> </tbody> </table> <p style="text-align: center;"><b><u>Comparative Expenditure (April-November 2002-03 &amp; 2003-04)</u></b></p> <p style="text-align: right;"><b>( Rs.in lakhs)</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Year</th> <th style="text-align: right;">Approved budget</th> <th style="text-align: right;">Expenditure (As per claim reimbursement)</th> </tr> </thead> <tbody> <tr> <td><b>2002-2003</b></td> <td style="text-align: right;"><b>6183.98</b></td> <td style="text-align: right;"><b>2071.70</b></td> </tr> <tr> <td><b>2003-2004</b></td> <td style="text-align: right;"><b>11191.754</b></td> <td style="text-align: right;"><b>3607.259</b></td> </tr> </tbody> </table> <p>Total Expenditure for the period 1997-98 to 2001-02 was Rs 6467.71 lakh while expenditure in the last year 2002-03 was 5028.58 lakhs, this shows that the capacity of the project to spend has improved considerably in the last year and this is reflected in the expenditure made up to October in the current year. The expenditure for the same period in the last year was 2071 lakh while this year it is gone up to 3607.259 lakhs.</p>	Date of receipt	Fund From GOI	Fund From GOJ	TOTAL	6/8/2003	1000.00		1000.00	1/10/2003	1150.00		1150.00	19/09/2003		728.06	728.06	<b>Total</b>	<b>2150.00</b>	<b>728.06</b>	<b>2878.06</b>	Year	Approved budget	Expenditure (As per claim reimbursement)	<b>2003-2004</b>	<b>11191.754</b>	<b>3607.259</b>	Year	Approved budget	Expenditure (As per claim reimbursement)	<b>2002-2003</b>	<b>6183.98</b>	<b>2071.70</b>	<b>2003-2004</b>	<b>11191.754</b>	<b>3607.259</b>
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<p><b>6. List 3 important achievements, in</b></p>	<p>Three important achievement since the visit of last JRM are-</p> <ol style="list-style-type: none"> <li><b>1. Issue of PTR</b> - The 4778 vacant post of teachers in the government schools have been filled up besides 6590 Para teachers have been selected by the VEC for teaching in the Government schools.</li> </ol>																																			

<p><i>order of priority since the last JRM?</i></p>	<p>2. <b>Issue of Coverage-</b> Almost all the un-served habitation have been provided with EGS centres. For mainstreaming the out of school children bridge courses have been started in significant number.</p> <p>3. <b>Issue of Teacher absenteeism-</b> A noble practice is under implementation. A teachers as being assigned on an average 100 house holds. The teacher will maintain the information of there assigned families and provide the same the government agencies as and when required. This will reduced the teachers absenteeism on account office being drafted for government work.</p>
<p>7. <i>Change in the quality of classroom transaction has been slow almost everywhere? What should be done to change this situation?</i></p>	<p>The fresh major initiated under DPEP Jharkhand like Curriculum coverage plan, Use of worksheet/remedial/ science and math kits, exposure visits, co-curricular activities, Yogabhiyas, radio programmes comprehensive and continuous evaluation, monitoring of quality indicator, grooming VECs as manager etc., will help to change the classroom transaction.</p>
<p>8. <i>List 3 most important problems that are hindering the achievement of UEE in your state?</i></p>	<p>Problems which arise are being continuously addressed and we have a strong mechanism. Therefore redressal does not take much time.</p>

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142

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**(B)**

**Action Taken Report on the  
Recommendations of 17<sup>th</sup> Joint Review  
Mission**

# Recommendations of the 17<sup>th</sup> Joint Review Mission and follow up action taken thereon

## *National level*

Recommendations	Action Taken
<p>In most of the states reviewed in this mission a substantial proportion of out-of-school, hard to reach students remain; in addition states continue to wrestle with the task of ensuring the retention of all students. In order for communities and institutions (i.e. school and cluster) to understand the magnitude and seriousness of these issues it is vital that <b>Habitation or Village level data</b> be maintained systematically and to be consistently updated by the school and community each year. The mission urges that priority be given to the maintenance and updating of such records across the states.</p>	<ul style="list-style-type: none"> <li>The household survey schedules, data compilation and consolidation sheets have been developed and have been shared with the states alongwith instruction manual. It has been implemented and will be updated as per requirement. The reflection of such updation is visible in the annual work plan and budgeting prepared by states / districts for implementation of SSA.</li> </ul>
<p>The shift required now in states from focusing only on enrollment to ensuring five years of good quality education was outlined in the next steps of the last mission. While indications are evident that this is taking place mainly through training, and school facilities, states need to now develop a <b>comprehensive framework for monitoring quality</b>. It will be important to communicate and implement this framework across the different levels (school, parents, local level community groups, BRC/CRC, district and state) of the project.</p>	<ul style="list-style-type: none"> <li>States are now moving towards evolving comprehensive framework for monitoring quality. Uttar Pradesh for instance in a series of workshops developed a set of 38 indicators for review, monitoring and planning. The areas covered were: Environment and physical infrastructure, teaching learning process and evaluation. These indicators are now extensively used by CRCs for planning onsite support for schools. Andhra Pradesh too has evolved a system of grading schools to monitor quality. In Orissa we find that two mechanisms are being used to monitor quality. First the basic indicators like enrollment, rates of retention, completion and transition are now being provided to each school. Second a self rating scale which includes several parameters like activity based practices, use of TLM, classroom and school environment, teacher empowerment and community involvement have been developed. Both these mechanisms are being used to monitor quality. Some other states have developed monitoring formats to be used at different levels. Such sophisticated systems of monitoring, grading of schools, systematic review and planning, regular meeting to address varied needs of schools, strengthening linkages between DIET – BRC/CRC has infused accountability at different levels.</li> </ul>
<p><b>The importance of developing accountability</b> across different levels of the system not only for ensuring the goals for enrollment but also for adequate learning for every student especially those from the most disadvantaged communities requires attention. Collective accountability of the para-educator, regular teacher, the CRC and BRC coordinator, district and state level officials to make certain that students can master regular content and skill is now a pressing need for project districts.</p>	

**6.4 Teacher and staff vacancies :** In order to address any of the above areas it is imperative for states to provide an adequate number of teachers in classrooms especially in states such as Bihar, Jharkhand, Uttar Pradesh and Rajasthan. While official teacher vacancies may have been filled, the need for providing sufficient number of teachers to allow for appropriate pupil teacher ratios within each school is an urgent need in these states and requires attention at both state and national levels. Similarly, staffing levels in district and state offices in many states are grossly inadequate and require immediate attention.

- The issue of providing adequate number of teachers and maintaining appropriate PTR as well as adequate staffing at state and district offices, is an ongoing concern which calls for regular and sustained monitoring at state and district levels. In a number of states such as Bihar, Jharkhand and others, actions have not been taken to recruit a large number of teachers to meet the situation.

(C)

**Supplement to “Pedagogy” write-up in  
Part 1 document**

## Errata (Supplement to Pedagogy Portion in Part 1 document)

### Teachers Appointment – DPEP districts

State	Number of teachers	
	Planned	In Position
Andhra Pradesh	11254	9590
Bihar	NA	57108
Gujarat	49102	42241
Jharkhand	30190	28793
Orissa	25369	23897
Rajasthan	55791	55791
Uttar Pradesh	136505	117467
Uttaranchal	NA	13205
West Bengal	82323	73063